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ABSTRACT

Based on an innovative learning laboratory approach, the five curriculums contained herein are designed to develop the basic skills and positive attitudes of out of school youth and thereby increase their chances for employment while motivating them toward further education and vocational training. First, a plan for program administration is mapped out: program goals, student selection and recruitment, daily operational scheduling, supplemental programs and services, organizational structure, staff selection and orientation, basic instructional methods and goals. The next two sections cover skills in writing, reading, speaking, and listening, and budgeting and general mathematics. Smoking, narcotics, safety, venereal diseases, mental health, environmental pollution, and other health education topics are also presented, followed by an extensive section on occupational orientation (job seeking, interviews, vocational training, equal employment, on the job behavior, and so on). Numerous aspects of social and personal development appear in the fifth curriculum. Audiovisual aids, and suggested instructional materials are also covered, as well as techniques for using community resources and organizing student activities. (LY)

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LEARNING LABORATORIES

for unemployed, out-of-school youth

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THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT
ALBANY, NEW YORK 12224

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Learning Laboratories for Unemployed, Out-of-School Youth

The University of the State of New York • The State Education Department
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1970

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Foreword

Contained in this publication is a unique and innovative program to develop the basic skills and positive attitudes of out-of-school youth which will increase their mobility and direct their energies toward further educational and vocational pursuits.

To establish a learning laboratory center, existing community facilities may be extensively used. The classroom can be as large as the community and as expansive and culturally rich as the area resources which an imaginative staff can incorporate into the program. The philosophic key to the suggested program is a deep concern for each individual as a human being. To develop the full potential of the individual, positive attitudes toward associates,family, society,and self must be shaped in these youth.

The five curriculums contained in this publication provide a wealth of teaching methods and strategies in addition to suggested content. In most instances, much more material is provided than could possibly be used in a 10-month program. The instructors should select the materials which appear to be most suitable for their particular students and adapt them to their requirements. Instructors should be encouraged to innovate freely and develop new curriculum approaches which are even better suited to student needs. In developing new teaching approaches, some of the traditions and requirements of the secondary school may have to be modified. The requirements of the student body and of individual students should be made the focus of instructional procedures and curriculum development.

The Advisory Committee for this project represented youth programs, higher education, the Legislature, and the public schools. The original writing team was composed of John J. Fitzsimmons, Assistant Principal, Baldwin Harbor Junior High School; Robert S. Mould, Teacher, Ungraded Opportunity Class, Baldwin Harbor Junior High School; Frances B. Nardino, Title I Coordinator, District #21, Rockville Center; Helen Slonim, Guidance Counselor, Baldwin Harbor Junior High School; and James Spirakis, Chief Psychologist, Baldwin Public Schools. Ralph Guerrucci, Supervisor of Basic Education in the Niagara Falls Public Schools, played a major advisory role during the planning and developing of materials. The development and printing of this publication were funded through Title I, Elementary and Secondary Education Act.

William Hemmer, Associate, Bureau of Continuing Curriculum Development developed original materials for inclusion in many sections of the publication, served as project coordinator, and designed the final manuscript.

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The program set forth in this publication contains new and experimental approaches to the education of alienated youth who have rejected, and have been rejected by, traditional education. The experimental approaches contained herein are completely flexible and should be subject to modification and change as the situation dictates. Therefore, the Bureau of Continuing Curriculum Development welcomes constructive criticism regarding the effectiveness of the various teaching strategies presented here and seeks information concerning other teaching methods which have proved effective. The contributions and improvements suggested by the staff members of Learning Laboratory Centers using this curriculum will enable improvements to be incorporated into this plan in a later revision. The Bureau plans to develop additional teaching materials to implement this program and will work toward improving and updating the approaches contained in this publication by utilizing the experiences of those initiating programs in their communities.

ADMINISTRATIVE PLAN

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SECTION I - PROGRAM GOALS

ULTIMATE GOALS OF THE PROGRAM

- To develop necessary basic skills
- To develop positive attitudes which will enable participants to function successfully in society
- To place participants in vocational experiences in accordance with their aspirations and talents
- To enable participants to establish for themselves adequate roles in society

SPECIFIC AND IMMEDIATE GOALS

- Occupational Orientation
    - To assist the participants to explore occupational fields and to help them realistically determine their suitability for various occupations within the scope of their potential talents
    - To broaden the participants' understanding of occupations and working conditions
- Values and Attitudes
    - To improve the participants' self-concepts and to raise their aspirations to the level of their potential
    - To develop acceptable work habits
    - To create a practical understanding of the interdependence of workers and of the importance of personal responsibility and obligation to others
    - To help students understand the relationship between formal education and job success
- Basic Skills
    - To raise each individual's performance in the basic skill areas of computation and communication to a level which will allow him to do satisfactory work and to be a contributing citizen in our society

CHARACTERISTICS OF STUDENTS

- A record of below normal performance, compared to national norms in the basic skills of reading and arithmetic
- Left school before completing a prescribed course of study
- A poor attendance record when enrolled in a public school, as determined by attendance records
- Need information about the world of work and their places in it

PROGRAM EVALUATION

Assuming that the program's goals are valid and worthwhile, studies should be conducted to evaluate how well the program is meeting its goals. These should be planned before the program commences, and they should be designed to evaluate the ultimate goals of the project. One way of evaluating the program's ultimate goals is by conducting studies in which employers and former students are contacted and questioned about performance on the job, change of jobs, and further education. These followup studies should be conducted at intervals of 3 months, 6 months, and 1 year after the students have left the program. They should be conducted under the direction of the staff psychologist. Former students' evaluations of the program after they have been separated from the center for a year will give administrators and teachers insight into the overall quality of the program.

The program's immediate goals will be more difficult to evaluate. The unusual nature of this program should rule out the use of a highly sophisticated battery of standardized achievement tests and other like devices for measuring performance. Evaluations by teachers and other staff members on the basis of their accumulated knowledge of each student will be of greater value.

The holding power of the project can be a useful index for determining whether the program is meeting the students' needs and should be included as a criterion for evaluating the project. The holding power will be seen in the number of students who do not drop out as compared to the number of students who do. A dropout is defined as one who does not want to continue in the project after he has enrolled because he feels the project is not meeting his needs. Short timers, those who enroll and then find work or other educational offerings, should not be classified as dropouts.

To increase the holding power of the program, the cooperation of the New York State Employment Service should be enlisted to assess the employment opportunities in the community. Answers to these questions should be sought:

- What jobs will the participants qualify for that were unobtainable for them before they entered the program?
- Will participants have opportunities to enter specific vocational training programs from the center?

SECTION II - STUDENT POPULATION AND RECRUITMENT

SELECTION PROCESS

- Referral should come from social services and recreational agencies outside of the school. This will partially eliminate any tendency to "push out" youths who might still respond to formal school approaches. However, lists of past dropouts should be secured from school guidance counselors, and these former students investigated for possible entrance into the program.
- Students selected for this program must be willing to operate within the structured regulations of the program.
- The students' present skills should be surveyed in order to begin a fuller evaluation and determination of the point at which he should begin his training in the program. This survey should be made for the most part on a verbal basis by a person trained in basic interviewing techniques and by study of the student's school record.
- It is important that the student's past objectives be understood. What did he hope to accomplish by leaving school? What goals did he have in mind before dropping out? In this connection one shouldn't be concerned with the realism of these objectives, but allow and encourage students to express whatever they had in mind.
- In order to validly evaluate the approach used in the program, the number of students involved should be kept relatively small (100 to 125). This will allow for maximum attention to each student.

PREINTERVIEW SCREENING

Counselors should be responsible for assembling all pertinent information concerning each candidate prior to the candidate's interview appointment.

- Grade level at the time of withdrawal from school
- Developmental progress record of the student
- Reasons for school withdrawal
- Grades, absences, patterns of behavior, citizenship, parental attitude
- Family data, such as: broken home, parents' employment (skilled or unskilled), size of the family
- Student's activities since withdrawal from school
- Academic difficulties throughout his school experience
- Age (16-21 years)
- Emotional disturbances. None severe enough to interfere with the learning processes. (If any youth is discovered with psychological problems beyond the scope of the project, referral can be made to appropriate agencies. After treatment, such a student should receive priority standing in future enrollment.)

RECRUITING SOURCES

Contacts from the immediate neighborhood (in the center's vicinity)

- Schools
- Social workers
- Welfare Department
- New York State Employment Office
- Youth board workers
    - Neighborhood Youth Corps
    - Office of Economic Opportunity
- Religious leaders
- Word of mouth

- Bulletin board notices in youth and religious centers. (Include such items as a description of the program, its location, the name of a representative to contact, etc.)

Contacts with outlying sources. (If recruiting in the immediate neighborhood is unfruitful, make contacts in other areas known to have youth who may qualify for the program.)

- Letters to agencies should include a personal followup by telephone to carefully explain the program and the type of students desired for enrollment in the program.
- Personal contacts with school attendance officers and guidance counselors
- Personal contact or possibly group meetings with social workers, youth board workers, and those neighborhood people in a position to recommend potential program participants
- Group meetings with community organizations
- Interviewers should list the names of the candidates who will be part of the student population. Doubtful candidates should be placed on an alternate list for additional screening.

INTERVIEWS

An administrator or other staff member having experience or training with interviewing techniques should meet with an individual candidate to ascertain his goals and his ambitions. Further, the interviewer might inquire into the candidate's reasons for withdrawal from school and his subsequent activities. Using established criteria, a committee of interviewers should set up a list of candidates who will be part of the school population and an alternate list for additional screening. Suggested criteria:

- Sincerity of responses
- Expression of reasonable goals the candidate hopes to achieve through participation in the program
- Positive attitudes such as expressions of hopefulness and admission of the discouragement and frustration of previous school experience

MAINTAINING MAXIMUM POPULATION

Since students often leave the program for any one of a variety of reasons (health, lack of interest, employment, etc.) prior to the completion of the 10—month sequence, it is necessary to set up a method for absorbing new entrants to use center resources to the greatest possible degree. Below are suggested procedures:

Maintain a priority list of students who are eligible but were rejected because of spatial limitations, and use this as a basis for making additions as vacancies occur. Also, continue recruiting efforts during the year to maintain a roster of potential candidates from which to draw.

Make plans for admission of new students to the program throughout the year. Since most segments of the basic skills seminars are highly individualized, the student can usually start a program at any selected interval. Homogeneous grouping according to ability or achievement also aids in facilitating proper placement and assimilation of new students. Since the interaction seminars portion may prove difficult to replan, new students could be assigned to separate sections until they are ready to participate in functioning groups.

Accentuate the differences between the former educational experience of the dropout and his new situation and set up the learning laboratory to serve as a quasi-institution of higher learning, reaching beyond the confines of the participants' acceptance of himself as a mature and responsible individual who is a part of the society of his own time and place.

SECTION III - PROGRAM

This program should differ from the previous educational experiences of the dropout and may very well be conducted apart from the traditional school building. The Community Education Center in urban areas should be considered as a possible site. Teachers will want to use to the maximum available community resources. In large and in small groups, students should be encouraged to investigate and evaluate firsthand the opportunities for self-realization found in the community. Seminars and small groups of individual student investigators will meet in libraries, museums, industrial plants, public buildings, and parks to discover and explore things which they only vaguely knew existed. The student should be accepted as a mature person who is capable of participating in the decisions that govern his future.

The program is concerned with four areas of activities.

- Improvement of basic skills
- Development of positive attitudes
- Exploration of occupational opportunities and preparation of the student, mentally and emotionally, for these opportunities
- Job placement

THE DAILY SCHEDULE

The daily schedule outlined below is a model for scheduling the various components of the program. Modifications will, of course, be dictated by local needs.

Monday through Friday

8:45-9:00	Daily organization session of the entire student body and staff. Daily planning; announcements; central speakers, dealing with life and work orientation and vocational opportunities; students advisory council
9:00-9:45	Occupational orientation through interaction seminars: 100 students, 6 teachers, 9 teacher aides. Four groups (approximately 25 students per group) will function daily, and each group will be led by a team of three staff members. Each group will deal with a different topic related to life and work orientation and vocational opportunities.
9:45-10:00	Break
10:00-11:00	Communication skills: 50 students, 3 teachers, 3 teacher aides
	Computation skills: 50 students, 3 teachers, 6 teacher aides
11:00-11:15	Break
11:15-12:15	Same as 10:00-11:00 period; only students who were in communication skills at that time now move to computation skills; students who were in computation skills move to communication skills.
12:15-1:15	Lunch
1:15-2:00	Health: 50 students, 3 teachers, 3 teacher aides
	Human relations: 50 students, 3 teachers, 6 teacher aides

DAILY ORGANIZATION SESSION

The daily organization session is the initial activity for each participant. The administrator has the responsibility for planning and conducting this part of the program. During this time, general announcements can be made and information, concerning topics to be discussed in the various interaction seminars, can be presented.

This time can also be used for guest speakers and films that relate to areas to be discussed and explored in the interaction seminars. Since all time allotments for the program are flexible, the length of these sessions should vary according to need. For instance, if a guest speaker or film is scheduled and additional time is required, the topics for the occupational orientation can be postponed, and the meetings could be devoted to the topic of the film or of the guest speaker.

INTERACTION SEMINARS

The interaction seminars will deal with topics related to occupational orientation and vocational opportunities. Each general topic is divided into a number of subtopics. A team of staff members should serve as discussion leaders for each subtopic. The discussion groups should meet for a period of several days so that each student will have an opportunity during this period to attend each discussion group and voice his opinion on each subtopic.

In keeping with the flexible nature of the program, students should be given a voice in selecting and planning the topic to be discussed in the interaction seminars.

BASIC SKILLS SEMINARS

The basic skills seminars are daily class sessions for improving communication and computational skills. The instructional program for each of these two skill areas should be highly individualized. Instruction should include materials and methods that will permit each learner to work at his own pace and be partly responsible for his own instruction.

The classes for the communication skills and computation skills can be held concurrently. While half of the students are in the communication skills seminars, the other half should be in the computational skills seminars. After an established unit of time, say an hour, the students in the communication skills seminars can move to the computational skills seminars; the students in the computational seminars can move to the communication seminars.

HEALTH AND CULTURAL REALIZATION

The class sessions for health and cultural realization can either be offered on alternate days, weeks, or semesters, or where there is interest and need, both can be offered everyday for the entire year.

WORK EXPERIENCE

Students will be engaged in work experiences during the afternoon or evening when classes are not in session. The work experience should be arranged to avoid conflicts with other segments of the program.

This can include general work experiences or specific job training in the community. Specific job training can be provided under the auspices of the center through a program similar to the Vocational and Industrial Cooperative Programs or through special community job training programs.

As soon as counselors determine that a student's attitude is conducive to successful employment, the counselor should encourage the student to take a part-time job. Students should be assisted by the counselors and job developers in locating this part-time employment. Counselors should maintain close liaison with student and employer during this work experience to smooth out any difficulties which may arise. On-the-job training programs may be arranged with local private employers or with various governmental agencies in the area.

COUNSELING, TESTING, AND EVALUATION

Individual counseling would take place during the entire day, with students leaving classes to keep appointments with counselors. It is expected that each student would see his counselor at least once every 2 weeks.

Students should be screened for possible physical and mental limitations to success. A visual-motor examination should be administered to check perceptual ability, and a hearing examination should be given to determine possible auditory difficulties. These can be administered during the initial orientation period in reading. After the evaluation and pinpointing of any deficiencies, the remediation can become part of the regular program. For example, perceptual motor exercises could be incorporated into the reading program. The Frostig program for the development of visual perception is an example.

Evaluation should focus on what students do know rather than on what they don't know. It is recommended that oral rather than written tests be given. After the 6-week period, specific vocational inventories should be administered which will indicate areas of interest and strengths. The use of audiovisual media will prove helpful for making more thorough evaluations. Outside school homework will not be assigned.

STAFF COORDINATION AND PLANNING

The coordination and planning sessions are daily meetings of the entire staff which deal with three major areas: planning, inservice training, and student evaluation. The organization and emphasis of these meetings should be left to the administrator to develop as the need arises.

The planning phase of these meetings should not be conducted in the style of a traditional faculty meeting but should take the form of a genuine cooperative planning effort by all staff members, who at times work in small groups and at times work as individuals. The planning sessions should be structured to encourage:

- An exchange of information regarding the program, the students in the program, and other community assistance for these students
- The planning and coordination of the program's activities
- The planning and preparation of instructional materials
- The discussion of the staff roles and responsibilities

The inservice training phase of these sessions can either be formal or quite informal, depending on the nature of the topic or training. At any rate, these sessions should result in:

- The broadening of the background of the staff on the psychological and sociological factors affecting students participating in the program
- The review of new instructional materials and demonstrations of their use and effectiveness
- The sharing of successful teaching practices

The student evaluation phase of these coordination sessions is one of the most important of staff functions. Evaluation of students should be continuous and should not be made on a "report card" basis as in a regular school program but as a descriptive picture of the student's achievement, interest, participation, and attitudinal improvement. All staff members having any contact with a student should participate in the evaluation. This evaluation can be the basis for a student's moving from one level of remuneration to another.

OVERVIEW OF STAFF APPROACH

Adhering to certain principles will help the project accomplish its goals.

- The first is diagnostic thinking. Through this the teacher penetrates a student's surface behavior or thinking which is a reflection of inner thoughts or feelings.
- The second is tolerance to allow decisionmaking on the part of the students.

Inherent in this process is the freedom to make a decision and to accept the responsibility for it after considering all available information.

The following is an example of applying the two principles to a situation that may arise with the students.

The problem: Evaluating a student's promotion to another salary level in the program. Suppose that John has been continuously late for the morning schedule of the program. The question arises about his financial allowance. Is he to receive an increase or remain at the same place on the scale? The real issue at stake is: Why is John always late? Does he feel his skills are adequate? Is he getting along with other students? Is he having a difficult time at home? Is there a teacher-student clash?

The questions could go on and on. The important point, however, is that the teacher looks beyond John's manifest behavior and concentrates on other causes. The more information John can give and the more insight given to him, the more effective will be his decisions. The final responsibility for making a decision rests with John after he has been given all of the pertinent information and insight the staff can give him.

Ultimately, the staff must act according to the standards it establishes. If John continues to come in late, they must point out to him that he is causing the project authorities to withhold his financial increase. This is not a one-interview matter but a continuing and ongoing process involving many members of the staff.

SECTION IV - ANCILLARY OPERATIONS OF THE CENTER

CLASSROOM LIBRARIES

For this type of student, it is imperative that the books and media he will be encouraged to use be very accessible and immediately available. Therefore, each teacher should have available to him an abundance of materials to use to promote learning and which students can use in structured learning situations or for self-study or recreational reading.

COUNSELING

Individual counseling can take place during the entire day, with students leaving classes to keep appointments with counselors. Naturally, it will be necessary for counselors to see some students more frequently than others, but all students should see their counselor at least once every 2 weeks.

PARTICIPANTS ADVISORY COUNCIL

The success of this project will obviously depend on many factors, one of the most important being student involvement in the organization and regulation of the program. In order to help these youths understand the reasoning behind society's social codes and their effect on individuals, they must be involved in the thinking and planning process necessary in making decisions like the ones from which the code developed. This can be done best by having the participants choose representatives to carry on discussions with the staff about matters concerning the organization and functioning of the center. Some broad areas of student involvement might be:

- Selection of occupational areas to be discussed in interaction seminar meetings
- Topics pertinent to situations which arise during the daily functioning of the program
  - School regulations
  - Grievance situations
  - Suggestions to be incorporated into the program
- Suggestions for field trips of interest to students

The council would consist of one representative for every 10 participants. The representative would change monthly for each group of 10 so that everyone would eventually be involved in the decisionmaking process. The representatives could meet with their 10 constituents during the first part of the interaction seminar, 1 day each week, to discuss matters to be brought to the attention of the administration. Immediately following this meeting, the representatives would meet with the administration and representatives of the staff to discuss the results of their group meetings, while the remainder of the participants continue with their scheduled program for that day.

It is important for the administration to structure these meetings in this phase of the program so that the participants will see realistic results from their role as representatives and be faced with the reality of decisionmaking that is valid for an entire group, not for just one individual or a very small group of individuals.

STUDENT PLANNING DURING ORIENTATION

The first week of the interaction seminars should orient the students to the staff, plant, and program. Following this, the entire student body will be involved in formulating the rules and regulations under which the center will function. These will be open to constant revision and improvement with the agreement of the participants advisory council, administration, and staff.

The interaction meetings could be organized in the following manner:

8:45-9:00	The entire student body meets in a large group session and is informed of the topics to be discussed in the interaction groups. Students are then given a choice of the topic they wish to discuss.
9:00-9:45	Four interaction groups meet, each interested in one of the four topics mentioned above. Two staff members act as group counselors, and a student is selected as leader. The group would discuss the topic and arrive at some conclusions and decisions.

The following day, the same sequence would occur, except that a student would choose to attend a different interaction group to add his thoughts to the contributions made on the previous day by other students. Student auditors would always attend the same meetings to assure a continuity of student viewpoints from day to day.

This procedure would continue for 4 days until all the participants had had an opportunity to voice their opinions on each topic. On Thursday afternoon the student auditors could meet with the staff to formally design the policy for each of the four topics. They could be presented to the entire student body on Friday morning and be put into effect the following Monday morning.

FINANCIAL REMUNERATION

If a center can afford to remunerate students participating in the program, the structure for student remuneration should simulate the ones found in the world of work.

The following is a suggested stipend plan for the students participating in this program:

- Group A: Youths who are unemployed at the time they enter the program
    - The minimum stipend per week will be paid during the 4-week orientation program.
    - The second phase of the stipend schedule will entitle the student to receive a 50 percent raise over the minimum stipend, if in the judgment of the evaluators he has met the criteria for advancement.
    - The final step of the stipend schedule brings the participant to the maximum stipend of 175 percent of the minimum until the student terminates his association with the program.
- Group B: Youths who have been employed with the same company for 1 month prior to their initial interviews and who continue their employment until the start of the program
    - The starting stipend for these students will be the same as the salary they received in the position they had held before entering the program, up to 125 percent of the minimum stipend.
    - The second phase of the salary schedule for this group will entitle the student to a raise to 150 percent of the minimum stipend if he meets the advancement criteria as determined by the evaluators.
    - Phase three of the salary schedule would entitle the student to receive 175 percent of the minimum stipend until the student terminates his association with the program.

Advancement in salary should be determined by the evaluation committee, which shall consist of all members of the staff who have worked with the student. Earnings from part-time employment, while the student is in full-time attendance, should in no way decrease the student's stipend. To do so would decrease the student's motivation to succeed in his work.

- Attendance: Each student should be permitted a limited number of sick days a semester. If he is absent beyond this number, he should not be paid for the specific days of his absence, unless he presents a doctor's note or a note from an authority working with him that justifies the absence.
- Punctuality: This factor should be considered in determining the student's advancement to the next step of the salary schedule, as it would in the merit promotion of any salaried employee.
- Cooperation: In order to advance to the next step of the salary schedule, a student must have exhibited an acceptable degree of cooperation and positive attitudes as judged by the evaluating committee.

EXTRACURRICULAR ACTIVITIES

Since youths, especially those from more deprived backgrounds, like to feel that they can pay their own way or take responsibility for their own welfare, the students should assume the responsibility for organizing and financing extracurricular activities. Dances, parties, outings are all a normal part of adolescent life. For many, this will be the first time they have had this experience or opportunity. Carefully directed activities should lead to an understanding of cooperation and group planning (a positive social attribute), complementing the other skills they will acquire in the program.

Facilities for physical recreation during leisure time, such as a pool table, ping pong, volleyball, or basketball may prove to be invaluable assets.

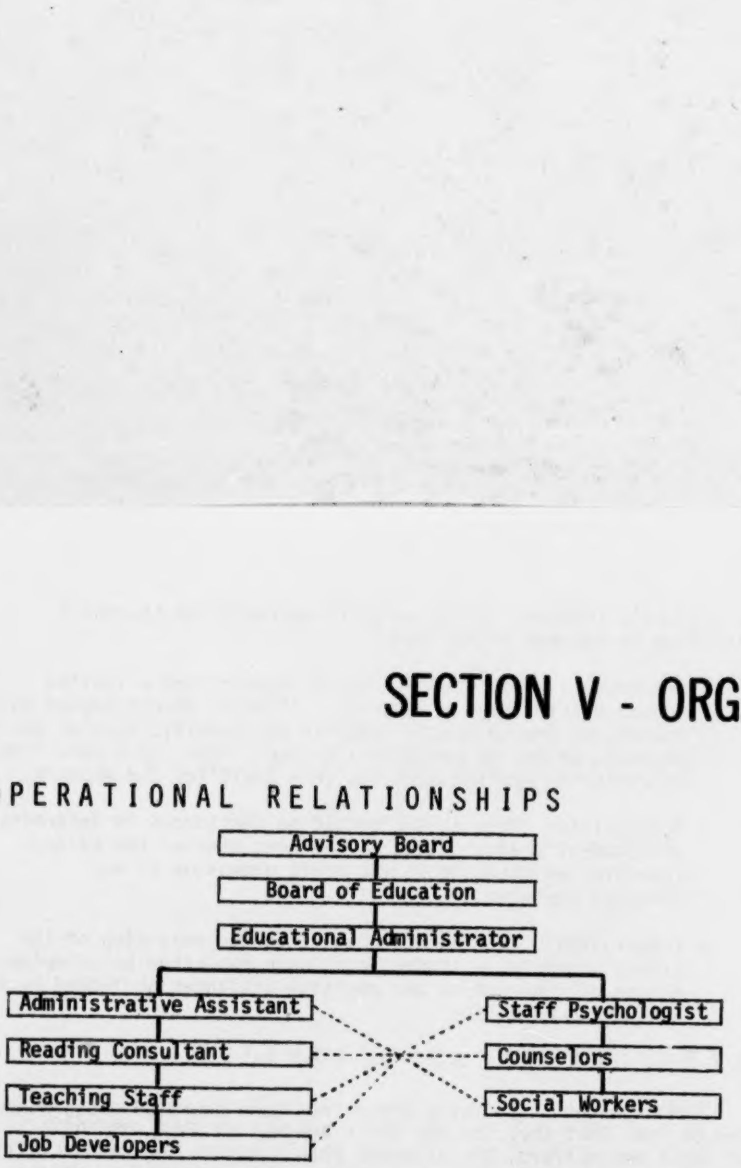
STUDENT MEMBERSHIP CARD

In order to give participating youths a sense of belonging, and at the same time provide them with a means of identification with the program, each student should be supplied with a membership card indicating his enrollment. The design of the card should be developed by the staff and student body as a cooperative project.

After completion of the program, students in good standing should be encouraged to keep their identification cards, which would enable them to use the various services of the center, such as counseling and materials.

SECTION V - ORGANIZATIONAL STRUCTURE

OPERATIONAL RELATIONSHIPS



________________ Lines of Authority

------------------ Lines of Cooperation

ROLE OF THE ADVISORY BOARD

An advisory board, established prior to the planning of the center, should provide community leadership and serve as an objective evaluative group for the program. Tactful choice of membership is essential. This board should be composed of the leaders of all the various interested community agencies, civic groups, and educational establishments. The composition of the board will be a vital factor for enlisting the cooperation and support of the community. For example, board members who are leaders of the business and industrial communities may interest their colleagues in providing employment opportunities for students in the program. Community action groups may be instrumental in recruiting students and in providing the necessary community approval of the school.

The following are suggestions for advisory board membership:

- Representatives of the business and industrial communities, both management and labor
- Representatives of community agencies interested in disadvantaged groups
- Superintendent of the local school district
- Representatives of local community colleges
- Representatives of the community groups being served by the center
- Parent of one of the students in the center's program
- Graduate of the program

The advisory board would hold open monthly meetings to assist in the ongoing evaluation of the program and would share in the responsibility for the successful functioning of the program.

The specific duties of these advisors would be:

- To assist in the selection and hiring of the center administrator
- To find additional resources for the center
- To review financial expenditures, program changes, and staff hiring
- To assist in evaluating the program
- To advise on recruiting procedures to be followed

STAFF RESPONSIBILITIES

If this program is to function effectively, the entire staff must work together in a team approach. Each department of the center will have its individual responsibilities as outlined, but each will be dependent upon and responsible to others in a cooperative effort to meet the total responsibilities covered by the program.

ADMINISTRATOR

- Acts as finance officer for the program
- Hires the staff. Responsible for evaluating the educational background and experience of the candidates in relation to the qualities described in the staff models on the pages that follow
- Supervises student selection
- Acts as educational consultant to the staff
- Coordinates staff's summer inservice sessions
- Coordinates daily organization sessions
- Coordinates staff's daily planning sessions
- Coordinates curriculum planning
- Evaluates staff

STAFF PSYCHOLOGIST

- Assists in hiring of staff. Responsible for evaluating the personality traits of each candidate in relation to the qualities described in the section on staff selection which follows
- Supervises the student selection process under the leadership of the administrator
- Acts as mental health consultant to the staff and student body
- Is responsible for program evaluation
- Assists in coordinating the staff's summer inservice sessions
- Assists in coordinating the staff's daily planning sessions
- Participates in the planning and leadership of interaction seminars

TEACHING STAFF

- Participates in curriculum planning
- Prepares instructional materials
- Teaches the basic skills seminars on health and cultural realization
- Participates in the planning and leadership of interaction seminars
- Solicits the cooperation of other staff members in finding solutions to student problems
- Participates in the staff's daily planning session

READING CONSULTANT

- Coordinates the reading program
- Recommends instructional materials to teachers and explains their use
- Recommends instructional techniques and demonstrates their use
- Participates in the staff's daily planning session

COUNSELOR

- Assists in all phases of student selection
- Assists each student with his personal adjustment to the program
- Counsels students who are discouraged and threaten to leave the program
- Participates in the planning and leadership of the interaction seminars
- Counsels the job developers about placing students in jobs which are commensurate with their interests and abilities
- Visits employers to discuss and evaluate youngsters' adjustment to their work
- Participates in the staff's daily planning session
- Works with job developers, students, and employers in providing students with vocational opportunities and in developing areas of vocational interest

SOCIAL WORKER

- Investigates each participant's home background to discover reasons for the youth's originally leaving school

- Identifies parental attitudes which may deter the youth from completing the program
- Works with parents who exhibit hostility toward the idea of their child going to school instead of working and who deprecate the center's educational program, lowering the student's self-image in the process
- Cooperates with the guidance counselors and job developers in rectifying any situation in the home, neighborhood, or on the job which may cause the youth to leave the center's program
- Cooperates with community agencies and programs which can alleviate the problems causing students to leave the program
- Establishes positive attitudes toward the center's program in the home and neighborhood
- Participates in the staff's daily planning session

JOB DEVELOPER

- Assesses the employment opportunities in the community and disseminates this information to the entire staff for purposes of curriculum planning and job placement
- Finds employment opportunities for students
- Cooperates with the staff in placing students in jobs which are commensurate with their advancing interests and abilities
- Writes job specifications and descriptions of locally available jobs
- Prepares each student for the specific job assignment
- Assists the immediate work supervisor to understand his role
- Assists the student in his adjustment to the world of work
- Participates in the staff's daily planning session

ADMINISTRATIVE ASSISTANT

- Acts as assistant finance officer
- Orders and inventories materials, equipment, and supplies for the program
- Records student attendance

ADDITIONAL CENTER STAFF

- Staff aides serve as technicians (typists, etc.) and in semi-professional capacities
- Custodial employees

SECTION VI - STAFF SELECTION AND ORIENTATION

ADMINISTRATOR

The key to the successful functioning of this program is a well organized system of interstaff communications. While the general responsibilities of various professional roles can be delineated, the specific nature of communications is dependent on the leadership capabilities of the center's administrator.

The administrator must be intelligent and have a reputation for establishing good human relations. The nature of the program requires a particularly talented and sensitive administrator with training and experience on both administration and curriculum development. He must be sensitive to the needs of his staff members and have the ability to nurture cooperation and respect among them.

The administrator should not be an authoritarian type. This behavior would be reflected throughout the program and defeat some of its most fundamental curricular aims, such as helping the participants improve their self-concepts, develop positive attitudes, and practice better human relations. For staff members to achieve these ends among students, the administrator must first foster the development of these behaviors in the staff through his own personal and professional relationship toward them.

READING CONSULTANT

He should be a master teacher. He must be knowledgeable about curriculum planning and experienced in the use of a wide variety of methods and materials for individualizing instruction. Knowledge of the techniques that will encourage and improve reading must be his most valuable asset.

He should have the ability to help teachers improve their instruction. He should not view his role as an overseer but as a stimulator and a colleague, helping teachers to make the fullest use of their own talents and resources.

TEACHER

The teacher must help bridge the gap between the school dropout and the societal standards which are part of our tradition and heritage. Values like pride of workmanship, fairness, and decency are all part of this heritage. To transmit them, the teacher must reflect these values in his personal conduct.

As translator of values and skills, a teacher who is in tune with the mores, subcultural pressures, and neighborhood undercurrents will be able to appreciate the life style of the students. He will not judge their outward behavior as inherent qualities with no possibility of movement to the goals of self-reliance and self-sufficiency which this education envisions for them. A teaching faculty which has a diverse cultural background will make for depth and richness and contribute to the entire staff's educational perspective.

Careful selection of teachers who can establish a positive relationship to disadvantaged youth is crucial to the success of the program. Not all teachers can teach successfully the former dropout. When selecting the kind of teacher needed for this program, the following characteristics should be sought. These suggestions are offered as general guidelines for the selection of teachers.

- Empathic: The empathic teacher is able to put himself in the place of the student. He makes no value judgment; he is sympathetic. He respects the human dignity of the student and expects the same kind of respect from the student.
- Accepting: He takes the student from where he is and tries to help. This implies not looking upon the student in a demeaning way. His attitude carries with it both a respect for and an acceptance of the pupil and his environment.
- Outgoing: He is willing to reach out to the pupil. He is aware of the fact that he must often initiate this contact.
- Optimistic: He will be hopeful and have faith in the outcome of the program and in the likelihood that levels of achievement may be raised and potential talents discovered and developed.

Personality indexes, such as the *California F Scale* or the *Guilford Personality Inventory (The Guilford-Zimmerman Temperament Survey)*, may be applied to all candidates. The personality traits measured by these indexes are similar to those characteristics already outlined. The *California F Scale*, for example, purports to measure authoritarian tendencies.

PROFESSIONAL COMPETENCY

The teacher's central concern should be for the student, not the subject matter. He should know the reasons for his instructional activities. He should be able to choose the kind of content, material, and methods which will be most effective in attaining the goals set for the students. He should be cognizant of the entire gamut of instructional practices and interested in adding to his store of knowledge. He must be resourceful enough to know when to use a particular technique or piece of material. He should know his students so that he will be able to create educational experiences that have relevance in their lives.

His knowledge of psychology and his ability to relate to his students will enable him to "sense the mood and play the role." His belief in adherence to certain standards does not preclude his genuine understanding of others and their rationale. He needs to be resourceful enough to change his pace, his methods, and his teaching strategy quickly when the situation indicates the need for such flexibility.

The teacher must have confidence in his ability, in his resourcefulness, in the students, and in the program so that he will be able to help each student find his own worth and dignity. He will be buoyant and resilient and as realistic as he is idealistic.

It may be necessary for some teachers to be bilingual in background in order to communicate effectively with all students.

Employment of experienced personnel is desirable. Observing people in their present teaching situation is desirable as a determining factor in selection. Experience in working in community recreation programs, such as church youth groups, Y's, community youth centers, or athletic programs which serve youth, also may be desirable.

COUNSELOR

In addition to the qualities, competencies, and background experiences outlined in the teacher model, the guidance counselor needs to be skilled in the techniques of counseling and evaluating school records. His familiarity with community agencies and community programs that can help students with their immediate problems or help them advance their academic and/or vocational interests will also prove to be valuable.

JOB DEVELOPER

He should have firsthand knowledge of the cultural behavior patterns of the neighborhood population being served by the program. He not only needs the experience of having worked with adolescent boys, but also the ability to win their confidence.

An effective job developer should be familiar with community industries and should be able to establish the necessary rapport with employers in the business world in order to gain their cooperation.

Experience in the field of education will prove helpful also, since the job developer will also serve as a teacher aide during the instructional phase of the program.

SOCIAL WORKER

His personal characteristics should be similar to those already outlined for teachers. Like the job developer, the social worker needs to have a firsthand knowledge of the cultural behavior patterns of the population being served by the program. Being bilingual may also prove helpful or even necessary in some areas. The social worker needs to be skilled in working with and helping families and neighborhood groups with their problems and should be familiar with community agencies, having the ability to work cooperatively with them. Experience in the field of education also may prove helpful.

ORIENTATION

It is strongly recommended that an orientation program be provided for the entire staff prior to the opening of the students' program. A 2-week period of orientation will help develop a team approach by the staff. Such topics as the following may be explored during this period:

- Why is there a center?
- Who are the youth to be served by the center?
- What facilities are available in the center? Outside the center?
- What is the organizational structure of the center?
- What are the roles of the various staff members, and how do the roles correlate with the duties of other members of the staff?
- What is the basic program of the center for each of the following?
  - Organization sessions
  - Interaction seminars
  - Basic skills seminars
  - Afternoon programs
  - Coordination meetings
- What are the operating procedures, rules, and regulations?
- What specific areas do staff members want dealt with during the inservice program held during the year? (This decision would be made at the conclusion of the orientation program so the necessary organizational work could be done.)
- What are the characteristics of the youth to be served by the program?
  - What are the cultural backgrounds of the participants?
  - What are the characteristics of their home environments (economic, social, emotional)?
  - What types of self-images have these youngsters developed? How have they developed? How can they be improved?
  - What are the attitudes of these youngsters toward school, society, and responsibility? How have they developed? How can they be improved?
  - How do these students relate to their teachers?
- What materials and procedures should be used? This topic may be approached by means of:
  - Discussions with sociologists, school personnel, and community workers who are familiar with the problems of these youth
  - Discussions with boys who typify the youth who qualify for the program
  - Visits to the neighborhoods the program will serve
  - Reading materials:
    - Bloom, Benjamin. *Compensatory education for cultural deprivation.* Holt, Rinehart & Winston, Inc. New York. 1965.
    - Conant, James. *Slums and suburbs.* McGraw-Hill. New York. 1961.
    - Reissman, Frank. *The culturally deprived child.* Harper and Row Co. New York. 1962.
  - Movies
    - *Marked for failure.* Indiana University. 1965.
    - *Children without.* National Education Association.
- What methods and materials should be used in the program?
  - How can teachers clarify and simplify instructional objectives? (Teachers of the type of learner in this program should have the ability to know precisely where he wants instruction to take the student. Students will then know what is expected of them, and the teacher will be able to plan learning situations which focus on definite ends.)

  - What does recent research say about how this type of student learns?
  - What instructional materials and teaching techniques work best with these students?

- What materials and procedures would be useful?
  - What types of experiences, interactions, and personal relationships have helped these youngsters develop negative self-images? How can the staff improve these self-images?
  - What techniques can be used and have been successful in dealing with this type of student?
  - Discussions with educational psychologists who have expertise and practical experience with teaching models and with educational psychologists who are familiar with findings on how this type of learner learns
  - Demonstrations by educational practitioners of the basic techniques for using the variety of audiovisual materials and equipment available to the center
  - Demonstrations by educational practitioners of the basic techniques for using reading materials in instruction
  - Reading materials:
    - Bruner, Jerome. *The process of education.* Harvard University Press. 1963.
    - Snygg, D. & Combs, A. *Individual behavior.* Harper and Row. New York. 1949.

    Books which are more specific can be found in the bibliographies of the various curriculums in this publication.

- What occupational opportunities are there in the county.
  - What occupational opportunities does the community offer? What kind and degree of training is needed for each?
  - What are the community's industrial and commercial enterprises doing about employing young people?
  - What agencies provide employment services, and what community programs are providing job training?

- The staff may find out more about these opportunities through:
  - Discussions with representatives from community agencies that are familiar with the economic and employment picture of the area, such as the chamber of commerce and the New York State Employment Office
  - Discussions with representatives from major occupational fields in the community, such as personnel directors, labor leaders, and small businessmen
  - Discussions with representatives from community agencies providing job training or occupational information, such as local schools, Manpower Development Training, and community action programs
  - Books:
    - Hoppock, Robert. *Occupational information: where to get it and how to use it in counseling and teaching.* McGraw-Hill Book Co. New York. 1957.
    - *Young workers: their special training needs.* United States Department of Labor, Office Manpower, Automation and Training. Washington, D.C.

SECTION VII - THE CURRICULUM

A suggested curriculum for this program, including content outlines, materials, and detailed teaching strategies, can be found in the various segments of this publication which follow. Teachers should individualize instruction as much as possible. The emphases of the various curriculums is flexibility. They are to be used as a guide to help teachers plan instructions, not as a prescription to be followed.

An inductive approach is generally recommended in this program. The student is encouraged to analyze, think, and come to his own conclusions. The student is encouraged to go out and gather pertinent information using the entire community as his laboratory. Through a practical approach to the problems which confront him, it is hoped that the student will gain self-confidence and self-respect.

The underlying features of the curriculum are concern for the individual, his interests, and his abilities; the development of his self-concept; the improvement of his attitude toward his fellow man; and a better understanding of his place in his environment.

The curriculum tends to be oriented to the problems of urban youth, but the range of topics suggested should help teachers plan instruction in accordance with the interests and needs of almost any population.

At times, similar topics will be found in several of the respective curriculums. These should be noted early so that before they are used for instruction, they can be coordinated with all segments of the program dealing with the same topic. One of the primary purposes of the staff's daily planning sessions is to plan and coordinate instruction so the program can unfold smoothly and avoid the fragmentation and unnecessary duplication so common in most educational programs.

CURRICULUM DEVELOPMENT

A preliminary investigation of experimental materials revealed that there are few available materials geared to different learning levels for general vocational preparation. The contents of the various curriculums in this publication have been designed to help meet this need. Materials to supplement these curriculums therefore must be developed as an ongoing part of every local program.

However, there are available a rich and varied assortment of instructional materials and communication media which will supplement and enhance specialized out-of-school-youth programs. Bibliographies of printed matter and audiovisual materials which can be obtained from publishing houses and educational laboratories suggest materials which are available for teaching reading, computation, and communication skills.

An important part of the work of the administrator, psychologist, counseling staff, and teaching staff will be to produce and field test its own materials developed from the needs and experiences of the first 100 students. These materials should involve situations that cause students to make decisions within the framework of their experiences, interests, and abilities.

It will be important for the student to be encouraged to make his own analyses and develop his own methods for dealing with difficult situations. This approach will enable the student who is slow in reading to learn advanced concepts developed through analyses of real life experiences. This approach allows for self-expression and increases the weak student's confidence in himself.

Students are encouraged to make their own analyses . . .

This approach allows for self-expression and increases the weak student's confidence in himself.

CURRICULUM FOR COMMUNICATIONS SKILLS

PAGE

INTRODUCTION 18

Since the INTRODUCTION formulates the philosophy, specifies the method, and outlines the content of the modern language programs, the staff should be thoroughly familiar with the concepts presented before beginning instruction. The suggestions contained in the Communications Skills section of this curriculum endeavor to create a new classroom atmosphere. Though these procedures are grouped under the major headings of "Writing," "Reading," and "Speaking and Listening," these skills should be constantly interrelated, never taught in isolation.

SECTION I - WRITING. 21

WRITING reviews the various techniques of communication and self-expression and presents aids for the acquisition of the basic skills important to modern living. Since the suggested techniques are varied, the teacher may select and experiment in accordance with his group's needs. However, should he discover that a recommended method; i.e., the journal technique, is unsuccessful with or distasteful to the class, he should modify or abandon procedure in favor of some other activity. He may vary time allotments for writing and review according to the abilities and interests of the students.

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SECTION II - SPEAKING AND LISTENING 27

SPEAKING and LISTENING suggests methods for development of greater verbal fluency and greater oral comprehension. To provide inferential learning experiences, the teacher should avoid formal lessons in favor of discussions of dilemmas of behavior and ethical judgment. As the students' self-concepts improve through successful speaking experiences, they become aware of the importance of "accepted" speech patterns in modern living. As they are exposed to creative speaking and listening skills, they develop the skills of communicating in either the standard English or the dialect which the situation requires.

SECTION III - READING 36

READING introduces a wide range of printed materials, encourages development of basic skills, and provides suggestions for remediation of specific difficulties. By use of materials which emphasize the experiences of various groups in the American culture, the teacher aids the students in gaining insights into themselves and others. By utilizing materials in which the class is interested, he introduces both pleasurable and useful values of the reading skills necessary in everyday life.

INTRODUCTION

GENERAL TOPIC

What communication skills of reading, writing, listening, and speaking are necessary in modern life?

INTRODUCTION

The students who make up this program will be unique in that they already will have rejected all or most of the traditional techniques of teaching. Most were "marked for failure" when they entered their first classroom because of environmental and cultural influences. Unfortunately, in many cases, reading has been the catalyst to academic despair. These students are acutely aware of the importance of reading in school. Their failure has often occurred within that atmosphere. Their writing, more than any other media, will reflect their language failures. The red corrections of their teachers on their manuscripts may have discouraged them into not writing at all.

The spoken language is probably the only area in which the student has met any success. As the blind man's sense of hearing is more acute, so the nonreader may have a keen listening ability for receiving information. He also may have developed the ability to "tune in" or "tune out" people. The point is he *can* be stimulated by oral techniques if the topics are relevant and the techniques are original and interesting. His own speech is often colorful and expressive, though it may be hampered by dialect, technical errors, and deficiencies in standard vocabulary. Both of these faculties (speaking and listening) should be put to use through effective language lessons.

The following suggestions of what and how to teach these students may at times appear to be bizarre and somewhat controversial subjects. Together, they are designed to create a new classroom atmosphere. Though these procedures have been grouped under major headings of "Writing," "Reading," and "Speaking and Listening," these skills are *always interrelated* and should not be taught in isolation. Some suggestions for introducing language study are also mentioned.

It is suggested that other members of the staff be made familiar with the language program in philosophy, method, and content. This could be achieved during the teacher orientation program. Since the language arts instructor will be meeting daily with the rest of the staff, his teaching can be easily coordinated with the rest of the program.

NOTE: *Content* questions within each section are not necessarily meant to be posed exactly as they are stated to students. Refer to *Teaching Methodology* for direction regarding actual classroom procedures.

OVERALL TEACHING OBJECTIVES

- To develop the communication skills of reading, writing, listening, and speaking that are necessary in modern life
- To develop the ability to participate effectively and democratically in group discussions and activities
- To develop the ability to think and verbalize rationally and objectively
- To develop an interest in reading as a source of personal growth development
- To develop a positive self-concept
- To promote good human relations

SPECIFIC TEACHING OBJECTIVES

- To introduce students to the concept of the interdependency of mankind
- To develop the concept of communication as a bridge between men
- To develop the concept of language as man's greatest achievement

STUDENT UNDERSTANDINGS

- Man is by nature dependent on other men.
- Communication is the means man has developed to satisfy his need to contact other men.

- Human understanding can be facilitated by effective communication.
- Language is man's most effective and most complex method of communication.

CONTENT

- In what ways are men related to and dependent upon others during their lives?
- By what means do men communicate?
- How did language begin?
- Why are there different languages?
- Why should one improve one's language skills?

TEACHING METHODOLOGY

Step 1: Man and Communication. On the first day of regular classes, the following lesson may prove effective: The teacher writes, "No man is an island..." on the chalkboard. He asks a student to read it aloud. He then asks the group if they have ever heard the expression before. If any of them have, under what circumstances? What do they think it means? If students do not volunteer responses, the teacher individually questions a likely looking participant. "Does it mean that a man is not a body of land surrounded by water?" Naturally, responses will vary and some discussion will ensue. The instructor can elicit reflection by the students on the interdependency of man by asking clusters of leading questions similar to those below:

- How might we be affected by a farmer in Iowa whom we have never met, an IBM operator in New York City, a Japanese worker in an electrical parts factory, a heart surgeon in South Africa, etc.?
- In the normal life span of a man, in what ways is he dependent on others?
    - Can an infant support himself? Why? A child? A man?
    - Why do humans need affection and love?
- Do all of us have different, unique minds? Are we in a way like "islands"? Why?
- What can happen to a man when he keeps strong feelings and ideas within himself?
    - What is a pressure cooker?
    - How does it operate?
    - How is the pressure released?
    - What happens if the valve is defective and the pressure builds up?
    - Could a means of self-expression in a man be like a pressure cooker's valve? Explain.
    - Can a man in this sense be like a pressure cooker? Why?
    - What happens if *his* "valve" is defective?
- What bridges has man developed between his "islands"?
- How does an infant express his need to his mother?
- How does a dumb person communicate? A deaf person?
- Are social conflicts and wars often the result of misunderstandings caused by a breakdown in communications? Give some examples to students or elicit some from them.
- Do you see reasons why men should learn to communicate to the best of their ability? Name some.

The discussion provoked by these and related questions should take up the entire period. The teacher is cautioned not to answer his own questions. After asking a question, there are three effective methods to encourage participation:

- Endure any uneasy silence until it is broken by the student.
- Rephrase or simplify the question.
- Direct the question to an individual student.

The student's early contribution to the discussion is essential; it may be his commitment to the entire program.

The teacher might end the class by writing the final lines of Donne's poem, "...don't ask for whom the bell tolls; it tolls for thee." Briefly explain its literal meaning. (Bells toll when a man dies.) Mention that the words were written in the 17th century, and ask them to think about the meaning of these words.

Step 2: Language and the First Word: By continuing the questioning method, determine that man expresses and receives thoughts by the process of "communication." Elicit the term from the group, and write it on the chalkboard using words; i.e. signs, pictures, facial expressions, diagrams, physical force, crying, grunting, etc. It should become obvious to them that language is more effective and precise than any of these other methods. How have they been communicating so far in class? Speaking and listening. How did the teacher begin the discussion yesterday by using the board? Writing and reading. Communication then involves language study.

The question "How did language begin?" may have an interesting response. After a brief discussion, the teacher asks the students to imagine that he is a prehistoric man awakening in his cave:

- Without words how would he explain his hunger to his wife? (The response of grunting and strange actions will probably be of hilarious nature.)

- How would the wife indicate that there was no food?

The teacher narrates or acts out the following:

The man would adjust his loin cloth, grasp his spear, and leave the cave to hunt some food. Imagine him walking over the hill toward the sunrise. He pauses to turn and wave to his wife and two children.

Suddenly, a large prehistoric bear-like animal rises ominously behind him. His wife gestures frantically to him to warn him of the danger. He misunderstands her gesture to be an emotional farewell, as he smiles and continues waving goodby. It becomes imperative for her to do something different, something that would alert him. She takes a deep breath and creates a strange new sound. We would now represent the sound with this word. (The teacher writes "ohho" on the chalkboard.) The hunter is shocked at the sound, turns at the last minute, and kills the animal with his spear.

Later, as the entire family celebrates his kill by feasting, the hunter proudly points at the beast, and repeats the sound of his mate, "ohho." From that time forward, all of the members of his family refer to all bears as "ohho."

The teacher then makes the point that other families developed other sounds to represent the same animal. They may have called it "ours," "orso," "bjorn," "bar," "osa," "ursus," or "bear." He writes these words on the chalkboard. He mentions that families became clans, clans became tribes, and tribes became nations; nations have languages. The teacher shows that the words he has just written, apparently arbitrarily, are derived from actual languages:

ohho - Caveman
ours - French
orso - Italian
bjorn - Swedish

bar - German
osa - Spanish
ursus - Latin
bear - English

After some discussion about the origin and differences of languages, the instructor explores questions similar to the following:

- How long do you think it would take to name everything that is in the room? (parts of the body, furniture, etc.)

- To whom are we indebted for our language development?

- If you lived in the 16th century with your present education, on what level of society would you probably be?

- Can any man know all the words in our language?

- Are we still changing language? Are we adding words today?

- How does a baby learn speech?

Step 3: Inventing a Word: To reinforce the arbitrary nature of word meaning, the teacher suggests that the group invent a word. He writes CLUG on the chalkboard and asks if anyone knows the meaning of the word. Next, he draws the following symbols, asking the students to guess a "yes" or "no" response to the question, "Is this a clug?"

┘ - Yes
〰 - No
C - No
Λ - Yes

□ - Yes
O - No
Δ - Yes

Continue until the students see what the word is meant to represent. Ask them to put the meaning into words. A "clug" is any figure which has at least two straight lines that meet. The humor generated by this lesson may be heightened with the suggestion that they try the word on their family or other people they know. This word is as valid as any other word once it has a referent.

EVALUATION TECHNIQUES

The following are subjective evaluative questions the teacher may ask himself concerning the success of this introductory unit.

- Do the students see language study from a different point of view than that which led to their failure in school?

- Do the students recognize language as a fascinating invention of man?

- Do they see language as the product of man's need to communicate?

- Do they exhibit desire to learn about language with this new understanding?

- Do they see the need to improve language skills for better self-expression and understanding of others?

SECTION I - WRITING

GENERAL TOPIC

What writing skills are important to modern living?

INTRODUCTION

The techniques suggested in this section are varied so the teacher may select and experiment to meet the needs of his group. The journal technique is particularly recommended since it has been successful with various adaptations in other dropout programs and prison rehabilitation projects. However, this technique may not work with a particular group. If it becomes obvious after a few weeks that the students look upon the journals with distaste, or student discussion cannot be provoked in the small group sessions, the technique should be modified or dropped in favor of another. It may not be necessary to use every technique listed. The teacher should experiment and adopt the methodology that appears most successful in his group. Time allotments for writing and reviewing also will vary according to the needs and interests of the classes. Writing may be done by students during class time at least 1 day per week and be followed the next day by a reviewing session. Normally, the journal technique will require the better part of two successive periods of work, one for the writing and one for discussion. Discussion periods may be shortened depending on response. Thirty to forty minutes is usually sufficient.

TEACHING OBJECTIVES

- To develop a positive self-concept through successful writing experiences
- To provide a means of self-expression
- To develop the ability to demonstrate linguistic competence in composition and poetry without the fear of prescriptive devices
- To improve usage, grammar, and punctuation according to individual needs
- To master writing skills essential to chosen vocations and modern living
  - Forms - job application, driver's license, appliance guarantees, etc.
  - Business notations, letter writing
- To acquire a basic spelling vocabulary
- To develop basic critical techniques
  - Ability to accept criticism of peers
  - Ability to offer constructive criticism to others
- To develop the habit of writing legibly

STUDENT UNDERSTANDINGS

- One can derive a great deal of personal satisfaction from being able to express his thoughts in such a way that they can be transmitted accurately to another.
- Creativity in writing is not the result of writing correctly but of thinking originally. Correct writing simply makes ideas readily transferable.
- Vocabulary can be improved through writing practice.
- Standards of spelling, usage, grammar, punctuation, and legibility should be observed to make one's written meaning clear.
- Many occupations require some degree of writing skill.
- Most job application forms assume basic reading and writing skills.
- When improving one's writing ability, as in any task, one should expect and accept criticism from others.
- As a knowledgeable individual, one should be able to offer constructive criticism to others.

CONTENT

- Can writing be an effective means of self-expression?
- Can writing actually be an enjoyable experience?
- What writing skills are important to modern living?

- Can writing practice help one to improve his usage, grammar, and punctuation?
- Can writing practice help to acquire a vocabulary?
- Can what one has written be misinterpreted? Why?
- Can the comments and criticism of others assist one to improve his writing?
- Does writing about a past experience help one to see that experience from a different, more detached point of view? Is this beneficial?

TEACHING METHODOLOGY

Student writing may effectively be used as an important diagnostic device. The language experience story will indicate individual attitudes, environmental conditions, and weaknesses in usage, grammar, punctuation, and legibility of writing. Reading problems will also become evident during the group evaluation sessions.

It is suggested that the students participating in the program keep a journal in which they write weekly or bimonthly entries in class. The length of these entries should be left to the writer with the suggestion that he not be overly concerned with length. On a specified "journal day" the students are divided into groups of five. They exchange journals. Each reads four other entries. The entries are written on every other line and students are asked to comment and correct. Each group should have a dictionary for reference. Each student is asked to make at least one general comment at the end of the entries. The teacher divides his time among the groups, attempting to create meaningful discussion and suggesting corrections. He should be careful, particularly during the first few weeks, to praise and encourage the students for their efforts. After all of the entries have been read and rated by each of the five, individual papers become the focus of oral discussion.

The beginning entries should be sketches relating significant incidents and experiences in the student's life. (Do not assign autobiographies as such. See the following pages for topic suggestions and techniques for making journal assignments.) From these early exercises, the teacher will be able to readily perceive the language problems of the student, as well as the psychological and attitudinal difficulties which may become evident in his work. The topics described below may be used, but the teacher (with student involvement) can and should modify them to fit his circumstances. The journal technique can be successful without the use of specific topics.

Introduce the journal technique during the first week of classes. Each student should be provided with a notebook in which to keep his journals. Make it clear that the notebooks are *not* for taking notes. Explain that writing practice affects all areas of language study. Ask them if they enjoyed writing compositions for their English teachers in the past. After the negative replies, explain that this year they will not be writing for their English teacher but for themselves and their classmates; that you will not be correcting their papers. Then explain the above procedures to them. Make it clear that they are not restricted to the theme that you (or the majority of students) suggest each week; that if they wish to write about something else, they may. It should be emphasized to them that they will receive criticism during the review sessions and that some students will naturally be better writers than others. Explain that their writing errors will indicate the areas where improvement is needed. After answering any questions that students may have, the first suggested topic can be discussed: "Describe *one* event in your life that has changed you in some way."

Time should be allowed the following day for the writing of the journal. The discussion period should occur on the day following the writing.

Discussion will naturally vary depending on the content of the journals. Questions to assist discussion and correction might include:

- What are some of the most important things that happen to us in our lives? What makes a happening important?
- What are the different things men do when they have a sad experience?
- How do men react to the death of those who are their relatives or who are close friends?
- What makes the writing of some people easier to read than others?

Discussion will probably be limited in the first crucial week of the journal study, and the teacher will be very busy moving from group to group attempting to stimulate involvement. It is suggested that the techniques be used at least 7 weeks before a final judgment is passed on its effectiveness.

Suggest a topic for the second week similar to the following: "Write about a man you have always liked (or disliked)."

Questions for discussion might include:

- Why did you choose this person?

- What do you consider to be the good points of people in general?

- How much knowledge does a person need to pass judgment on others? Should we pass judgments?

- As you read your classmates' description of people, were you able to picture clearly the person? Why? Why not?

- Can rewriting your journal help to make what you want to say more clear? Why?

A topic for the third week could be: "Write about an unusual person you know."

Questions might include the following:

- Why did you choose this person?

- Do we generally like to make friends with unusual people? If so, why? If not, why not?

- Why do some people act and dress in odd ways?

- Can you see the world through their eyes? How?

- Why is good punctuation important?

- What must be remembered about the first word of each paragraph? Why?

As the students become adjusted to the journal discussion technique, the teacher may desire to present general lessons the day before journal day. These lessons should be *directly related to the students' needs* as evidenced in their writing. Visual techniques will probably have the best results, particularly the use of the opaque projector. The students will take note when their own papers are used to make a point. The first lessons may involve the ability to discriminate between sentences and sentence fragments. A lesson in final punctuation may be necessary using transparencies for overhead projection and actual journal entries on the opaque projector. The program should be highly flexible and should move at the students' pace. The most important objective is legible self-expression. The teacher is cautioned not to put unreasonable emphasis on mechanics.

The skills that need to be reinforced will become evident when the teacher analyzes the errors in the journals. The most common errors will probably be of the following types:

- Spelling

- Punctuation

- Contractions

- Incomplete sentences

For many of these students, teacher approval may have been unattainable in the past. However, in most cases the approval of their classmates will be within their grasp, and they will probably exhibit a desire to improve their skills for this reason.

In addition to the above skills, the following areas should also receive some emphasis:

- Developing vocabulary

- Rewriting

- Organizing thoughts in logical order

- Constructing paragraphs

- Using writing techniques, such as "hooking" first lines, surprise endings, and realistic dialogs

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For the fourth week ask the students to write an imaginative story.

Discussion questions might include:

- What is imagination? Is it important to be able to pretend in our thinking? Why? Why not?

- What do we know about dreams?

- Which make-believe stories of your classmates were most interesting? What made them interesting?

- Did you notice any words that were misspelled by more than one person in your group? What were they, and what is a good way of remembering their proper spelling?

- Did you notice any errors in capitalization? What were they?

The following topic can be suggested for the fifth week: "Write a story about anything, but try to begin with a sentence that will make the reader want to keep on reading your story."

Questions to stimulate discussion might include:

- Do questions make good openings? Explain why.
- Why should we try to write things in unusual ways?
- Is a reader likely to finish reading something that is written poorly? Why?

Propose the following topic for the sixth week: "Write a conversation between two people."

Stimulate discussion with questions such as:

- Would conversation make a good beginning for a story? Why? Why not?
- Can slang or poor grammar be used within written conversation? Why? Why not?
- What are some of the rules of punctuation, capitalization, and indentation that must be remembered when writing conversation?

Themes may, by this time, evolve from students' past lives to their present lives or may be job and home oriented.

Students should be drawn into the subject-selection process by asking each group to select a topic for the following week. After each group has determined a topic and it has been listed on the board, take a vote to isolate the specific topic. Journal topics may also be of a student-reaction nature. The teacher could read brief articles (newspaper or other) and ask the students to react briefly in writing. For example, an opinionated article from the Black Muslim newspaper, *Mohammed Speaks*, is read to the class. They react in their journals. Differing opinions expressed by students may lead to interesting discussions.

Some suggested topics to be used early in the program.

- I applied for a job
- The interaction seminar that most impressed me
- Drugs
- Cops
- An attempt at science fiction
- Am I prejudiced?
- The job I would really like
- I was scared
- The real reason I quit school
- Black power
- Where I live
- Sights and sounds in my world

Assignments should be made clearly and discussed completely so there are no misunderstandings. Other techniques for making assignments are discussed in the following section of this curriculum and may be adapted in writing assignments. (See particularly Step 1 DRA [Directed Reading Activity] p. 40.)

The teacher may use the journals in a variety of ways. If typing service is available, he may have the journal articles typed to show the student his work in printed form. He may prefer to consult individually with each student after the discussion session to make recommendations and to judge individual progress. He may collect the journals every 5 weeks to evaluate them and then meet the individual student to discuss them. He should *be sure* to *praise* the student's work by voice and by notation on the student's writings. No grade or letter markings should be used.

Instead of using traditional grammar study techniques, which these students have already rejected, the teacher should concentrate on the exact area of usage difficulty that is expressed in the writings. Again, the program must be highly flexible. For instance, if it becomes obvious after their first attempt that most of the students have not mastered writing dialog, the teacher can present an intensified lesson on the opaque projector using their own papers as examples. After this reinforcement lesson, dialog could again be attempted in the following journal. However, as mentioned previously, the teacher should not be too concerned with writing mechanics. Clarity and self-expression are more important.

For further variety, the teacher may experiment by juggling the groups. Good writers or critics might sit together or be interspersed with average and poor writers. If a full period appears to be unsuitable for writing, the journal may be written during the first 5 or 10 minutes of each class period.

ALTERNATIVE WRITING TECHNIQUES

Private writing: students often wish to write to the teacher concerning additional problems which they are unable to verbalize orally. They should therefore be encouraged to write to the teacher, knowing it will be read in confidence and returned with comments, but not corrected or marked. A 10 -minute period can be set aside once or twice a week for this type of writing. To be successful, the teacher must have the confidence of the group. After several such sessions, students will tend to open up and become quite fluent in their writings. This fluency should be encouraged rather than correctness of form. Such a project also enables the teacher to do much counseling which helps the student feel he is important enough to have someone read *his* writing. In some cases students pour out their animosities, so the writing may become a cathartic activity.

Forms: The filling out of forms has become an essential activity in modern life. Reading skills and writing skills are, of course, interrelated in form writing. Carefully constructed lessons should be presented with consideration being given to the following:

- Job application forms:

  Secure various job application forms from local industries and employment agencies. Transparencies and ditto masters may be prepared from some of these. Distribute forms to the students for filling out as best they can without giving them a chance to ask any questions about them. This will stimulate an actual job-search experience. After the forms have been completed, project a representative number of them on the screen via an opaque projector. Ask students to view them objectively as if they are prospective employers. Many students will find that they would have been excluded from a job at the first stage of the hiring procedure merely because of inaccurate or incomplete forms.

  At the next group meeting, distribute blank forms again to students. Project a transparency of the form. Have the students take turns at the overhead projector, filling in the spaces with imaginary, preferably humorous, data. Using the transparency as a model, the students can then fill out their own forms with the aid of the instructor. Stress neatness and accuracy. When these forms are completed (perhaps at a third meeting), comparisons may be made to the original student forms on the opaque projector. A guest speaker (a personnel manager or college placement director) could reinforce the lesson by discussing not only the importance of mastering the form, but also what qualities are sought during interviews. (See Inschool Speakers, Appendix B, p. 305.)

  A list should be made by each student of all pertinent data for job applications—social security number, date of birth, weight, height, schools attended and dates, references and addresses, etc. This list should be carried in his wallet for easy reference during job searches. A brief paragraph stating his reasons for wanting a job, carefully worded and spelled, may be included on this list for his adaptation to specific questionnaires.

  Related activities may be utilized at this time, particularly role playing an applicant during an interview. The interviewer might use the completed forms in his questioning. Tape recording, film or video taping of the role-playing situation may be done for further development. (See Speaking and Listening, pp. 29, 33, 34.)

- Driver's license and car registration forms:

  The above procedures may be adapted to these forms also. It is suggested that students desiring driver's licenses be assisted individually to achieve accuracy.

- Appliance guarantee forms:

  Companies will provide these forms. A few practice sessions should be sufficient.

Poetry: Unstructured and semiconstructed poetical writings will have surprising results when written in conjunction with creative oral techniques to be considered under Speaking and Listening, pp. 29, 33, 34.

Creative Writing: Other creative writing experiments may be attempted.

- Photographs from magazines, newspapers, or snapshots of the students themselves are displayed. Students are asked to take on the identity of one of the principal figures in one of the photographs and write a story or character sketch of the person.

- Musical recordings may be used to stimulate writing.
  - "Write down what this music makes you think of."
  - "Write a story after listening to this."

  Recommended selections:
  - Ravel's *Bolero*
  - Prelude to *West Side Story*
  - Selections from pop music, folk, rock, soul, psychedelic, etc., that students suggest.

- Taped conversations and sections of television news reports may be used in similar fashion.

- Video tape or movie script writing will be extremely exciting for some students in conjunction with the development of actual films. This procedure is highly recommended because of student involvement. (See Speaking and Listening, p. 33, for further development of this techinque.)

Newspapers: School newspapers or newssheets may be developed within the classroom if students are interested. The newspaper assignment is traditional and often ignored by the type of student with whom this program is dealing. However, the teacher can make it relevant simply by seeing that the end product is something different, something theirs. It can be tried in place of or in addition to the journals. The papers should be developed around one major theme that is of great interest to the students; i.e., Negro history, drugs, the black revolution, or some current event. Reporting on seminars, guest speakers, field trips, and job openings posted by the guidance counselors might be practical inclusions. Each student should have a part and a byline. Before printing or mimeographing, a large layout might be constructed on a bulletin board where the students can watch it take shape. (See Reading Section for further consideration.)

Letter Writing: When the students appear to be improving in their writing skills as evidenced by their journals and other writings, lessons concerning letter writing *may* be considered. However, the teacher should be careful not to be repetitive of normal school procedures. For many students, these forms may be irrelevant.

- Business letter

  It is suggested that a few students create their own "company," perhaps a mail order house. Then, using an actual catalog, other students order articles by letter. The "company" sends a letter confirming the order, but the wrong merchandise is received. Correspondence continues—the company becomes thoroughly confused—until the matter is finally settled and the students have mastered the simple business letter form and technique for writing letters.

- Friendly letter

  Creative situations for friendly letter writing may include actual letters written to buddies in the armed services or to lonely patients in local hospitals. (Hospital authorities would provide names and otherwise cooperate.)

Legibility: The teacher scribbles in an illegible fashion on the board an address and tells the students that this address is where they are to pick up their weekly stipend. He briefly capitalizes on their annoyance to show the importance of legible writing before revealing the rule as a teaching device.

EVALUATION TECHNIQUES

The following are subjective evaluative questions the teacher may ask himself concerning the success of this unit.

- Are the students excited or interested in their writings as expressions of themselves?

- Do the students appear to enjoy journal writing and the discussion sessions?

- Do the students have a wholesome attitude toward participating in critical reviews of their written work and the written work of others?

- Are the students pleased with the results of their writings ; i.e., film, newspaper, journal, etc.?

- Are the students expanding their writing vocabulary?

- Do the students make fewer errors of usage, grammar, punctuation, and spelling?

- Are the students able to complete common forms independently?

- Are the students' writings consistently legible?

SECTION II - SPEAKING AND LISTENING

GENERAL TOPIC

Why is knowledge of speaking and listening skills important in today's society?

INTRODUCTION

Speaking and listening activities have often been referred to in the writing and reading sections of this curriculum. The following pages are concerned with additional experiences in the speaking and listening areas and contain other activities that relate more to speaking and listening than to writing and reading.

No formal speaking in the traditional sense of one student entertaining the class with a stumbling analysis of his hobby is recommended. Instead, situations which the student will probably face are used to build verbal fluency. Many of the situations described are based not only on speech patterns, but on dilemmas of behavior and ethical judgments. Formal lessons of all types are avoided as in the previous sections. The alert teacher should strive for organic, inferential learning. He should teach skills only when and if the need arises.

A practice classroom telephone should be installed, since many of the following suggestions assume its presence. Time allowances should be flexible. Role playing would seldom be used more than once a week; yet a movie production might require 2 full weeks of the schedule because it involves all the communication skills and the concerted efforts of the group.

TEACHING OBJECTIVES

- To develop effective oral communication
- To develop the student's self-concept through successful speaking experiences
- To provide the student with guidelines for behavior under conditions requiring personal judgments
- To show the students the possible effects of speech in human relations
- To show the importance of accepted speech patterns in modern living
- To demonstrate the advantages and the disadvantages of the use of dialect
- To assist students to overcome dialect problems if they so desire
- To demonstrate that patterns of speech should be altered to fit the situation
- To expose students to creative speaking and listening situations
- To provide practice for improving speaking and listening skills

STUDENT UNDERSTANDINGS

- Most communication is vocal.
- The ability to speak and listen well is important in everyday life.
- After how we look, others judge us initially by how we sound.
- Dialect is useful under some circumstances.
- Standard English is useful under some circumstances, particularly those associated with school and jobs.
- Good communication can be an effective instrument for human understandings.
- The key to human understanding is to be able to view situations as others see them.
- Most of what we hear is forgotten; this can be alleviated by learning how to listen.
- Communication interaction about subjects in which one has an interest can be a pleasurable experience.
- Creative oral expression is a self-fulfilling exercise.

CONTENT

- Why is speaking important?
- What is dialect,and how is it useful?
- Can the use of dialect be a hindrance in some situations?
- Can a man speak two forms of the same language?
- How can human understanding be increased through oral communication?
- Can attempting to express the point of view of another person help us to understand him better?
- How can one improve his speaking skills?
- What particular life-situations require politeness in speech?
- How should one speak on the phone?
- How can one improve his listening skills?

TEACHING METHODOLOGY

Commercial text programs: Many of the commercial text programs mentioned in the reading section have a listening skills sequence which may be helpful in the program. Xerox Corporation offers a unique listening skills program called "Effective Listening" which may also be useful. (Write Xerox Corporation, 600 Madison Avenue, New York. New York 10022.)

Dialect: The dialect associated with black ghettos is of great interest to linguists. The social and economic isolation of the black community in America has undoubtedly contributed to the dialect's development and sustenance. The dialect is rich, imaginative, earthy, and highly functional; it is also unacceptable to many white Americans. The dialect can be a social stigma, a negative consideration for employment, advancement, or buying a home. Conventionally oriented English teachers are assaulted by the dialect, its double negatives, lack of agreement, and mispronunciations. Many consider its users to be functionally illiterate.

The teacher in this program faces two inherent problems in dealing with students who use a dialect. First, he must somehow convince his students that they should and can modify their speech patterns without injuring their self-concept. Second, he must provide a means by which they can change these patterns. The first problem is the most difficult to solve.

- Suggested procedures for introducing dialect study:
  - Write the following words on the board: "honky," "fuzz," "cop," "policeman," "officer of the law," and "protector of justice."
  - Ask the following questions for discussion in order to make the students reflect about word choice:
    - Could all of these words describe the same person?
    - What term would you normally use to describe this person?
    - What term would you use if you were conversing with this person?
    - What term would you use if you were a politician speaking at a policeman's dinner?
    - What term would you use at a trial?
    - What term would you use privately to your buddies after this person has told you to leave a street corner?
    - What might happen if you used the term "fuzz" in anger while being questioned in the vicinity of a crime?
  - What kind of language would a doctor use if he were speaking with other doctors at a medical meeting? After a few answers, demonstrate by writing on the chalkboard:
    - carcinoma = cancer
    - coronary occlusion = heart attack
    - cardiovascular accident = stroke
    - embolism = blood clot
  - What kind of language would he use under normal circumstances with a patient? A casual acquaintance?
  - If he were to use medical terms in the above situations, what would be the reaction?
  - What reaction would I get if I were to speak the way I am now in the local pool hall?
  - Do you see that all forms of our language are useful under different circumstances?

- At this point the teacher should attempt to lead the students into reflecting on their own dialect. The following questions may be used to stimulate discussion.
  - Why is it that the black community has developed its own form of English?
  - Do teenagers tend to develop a dialect form different from adult speech?
  - Does dialect develop when a group is isolated from the mainstream of society?
  - Are some music forms also developed in the same way as language forms (pop-rock, soul music)?
  - What are some of the words that have been borrowed from a black dialect by the standard language or teenage slang? Answers will vary according to current trends, but the following may be included:
    - boss = superb, good-looking, best
    - cool = (same as above)
    - fuzz = policemen

    - dig = understand
    - threads = clothes
    - rap = converse
    - "Let it all hang out" = Don't hold back; be yourself and speak your mind.
    - "Tell it like it is" = Dont' be hypocritical in speech
    - soul = sensitivity to human problems, particularly the black problem

- Ask the students the following questions:
  - Do you see that the contributions are many?
  - Do you think most black Americans are proud of their creation of dialect because it is something that they created? Are you proud of it?
  - Are there times when its use might be a disadvantage? Why?
  - Can all people understand the dialect?
  - What is your feeling about a group of people who speak differently? People from Brooklyn? The South? Boston? A foreign country?
  - Do you feel that they are somehow different? Is it the novelty, or is it just plain difficult to converse with them?
  - If you always speak using a dialect, is it possible that you might have some difficulty in some situations? For example: in school, at an employment agency, getting a bank loan, during telephone conversations?

- Suggested methods for altering dialect: Once the students come to understand that there is a necessity to be flexible in language use, they will exhibit a desire to change. The change will only come as a result of practice and actual usage; it will not come from isolated lessons of pronunciation and syllabication. Any of the following techniques may prove successful.
  - Student tutors and small groups
    If some of the students speak without dialect, they can be paired off with those who do for speaking practice. Hand them a list of common expressions and direct them to repeat the expression to each other, being careful to speak as clearly and distinctly as possible. The same result can be achieved in larger groups. One student who speaks well without dialect could be a leader in a group of four or five. Have each student mimic the leader's voice.
  - Tape recorder
    Tape recorders may be used in the above speaking sessions for students to evaluate their success by listening to their own voices. Adapt the above procedures further by taping the expressions before class begins. Have the students speak the expression, pause, then repeat it on the tape. Six students can sit together (perhaps in a separate room), repeating the expression in a choral manner during the pause on the tape. Multiple earphone units can allow six students to practice while the others are engaged in various other activities. They simply "mouth" the words during the pause interval.

    If the school has a language laboratory, it should be put to use in these sessions, providing individual practice for many students.
  - Telephone
    Telephone conversations can be very easily taped by using an inexpensive telephone microphone. Students can record conversations on the classroom telephone. Phone calls to family members or friends can be played back so that the student can hear his own voice under normal conditions. This can be very effective for providing self-awareness of speech habits.

ROLE PLAYING

In addition to the role-playing situations suggested for literature study in the reading section, other relevant situations may be acted by the students to improve their language patterns. The situations are usually of two types. Some involve mere tact and courtesy; others, a moral dilemma. In each case the student must enact for a brief time the person he is portraying. The technique permits the student to achieve empathy with another person and also helps him to explore his feelings about situations in life which most fundamentally shape his attitudes and values.

The situations suggested below may require adaptation. They can be modified by having different students play the same roles as they see them. Roles can also be reversed to show different points of view. Selection for roles should be voluntary, particularly in the beginning. The teacher may request a student to play a particular role, but the student should be aware of his option to refuse. If the procedure does not produce excitement and participation after a few trials, the teacher may merely present the situation orally and ask the group, "What would you do in this situation? Why?" However, if introduced carefully and not overused, role playing can be a highly pleasurable learning activity.

The following topics are divided into related groups:

- Jobs
  - An applicant being interviewed by a prospective employer. This situation should be presented in conjunction with the unit on job application forms mentioned in the writing section. In this situation the teacher should

prepare students ahead of time to play their characters by means of oral or written instructions or both.

The following role-playing situations may be used:

(Prepared by teacher) *Employer* - looking for a good worker; is interested in the overall qualifications of the applicant, particularly regarding attitudes; is unaware of any directions given to the applicant players.

First applicant - volunteer from the class; plays role as he sees it.

(Prepared) *Second applicant* - takes on a bad attitude; doesn't appear to care; sloppy posture, impolite, poor manners.

(Prepared) *Third applicant* - nice guy, does what he can, good posture, knows what he wants.

All of the students except the first applicant know the character types they are to play. Discussion follows the episodes. Have student who played employer tell which applicant he would pick for the job. Have the class discuss which applicant they think would get the job.

- Responding to an employer's criticism

(Prepared) *Employer* - a job foreman who must enforce plant regulations confronts an employee who has been late five times in 3 weeks and warns him that if the tardiness does not stop, further action will be taken.

First employee - volunteer from class who must respond without preparation.

(Prepared) *Second employee* - reacts with anger. He has been late because the man he drives with is late. He is insulted by the whole episode and shouts that the foreman is prejudiced against him.

(Prepared) *Third employee* - reacts with apology. He explains the above situation regarding his late driver. He promises to get to work some other way.

Encourage the class to discuss the merits of the three types of reaction.

- Reacting to harassment of a prejudiced fellow worker

(Prepared) *Instigator* - works on a machine with a young worker he does not like. He "ribs" him with comments about his race (or color). He increasingly shows his distaste and tries to "get to" the young man today by using severe racial epithets.

(Prepared) *Young worker* - deep resentment has been building. This episode brings it to a head. He reacts.

Students will invariably offer different solutions to this problem. Let several students play the young worker to show their response in this situation. Each student should be permitted to react in any way he sees fit. If he feels a violent reaction would be best, suggest he reflect on the consequences. If a student suggests going to a higher authority, a foreman's role can be created. How would he solve the situation?

Each of the characters in the remaining situations can be played by several students, some prepared to react in a specific way and some unprepared.

- Telling the boss he is wrong

(Prepared) *Boss* - sold on a new method for saving time on the production line. Some of the older workers have attempted to tell him that the method is impractical. He reacts with some anger and continues the method. The other workers accept his method because "It's what the boss wants."

(Prepared) *Worker* - disagrees with the boss so he prepares production figures showing production results before and after the new method was attempted. They show that the old method was superior. How does he present his argument to the boss?

- Responding to an employer's criticism

(Prepared) *The employer* is in the side-wall business and leaves a relatively new worker to apply aluminum siding on a wall. The employer returns at the end of the day to find the wall done, but there is no room for the corner fittings because the panels were cut about a half inch too short. He is sharply critical of the worker, tells him to take down what he has done, and start again.

(Prepared) *The employee* is very proud of the wall he has completed and feels he can now be trusted to work alone. He is shocked at the boss's anger since he feels that only a few of the panels are too short, and,therefore, objects to taking down the entire wall.

- Promotion not received when expected

The employer is concerned about the selection of a man to be promoted because two men have similar qualifications. He finally selects a man by flipping a coin.

The worker who lost the flip feels he is the better man of the two and is really shocked at the decision. He suspects something other than fair play, perhaps personal animosity or prejudice.

- Responding to a nasty customer

The worker (clerk) just sold the last power drill in stock during a power tool sale.

The customer has just driven 30 miles to purchase a power drill and reacts very angrily to the clerk's information. He charges the clerk and the store with false advertising and use of the sale as a "come-on." He is very insulting.

In each of the above role-playing situations encourage the class to discuss the way they think a person should act under the circumstances.

- Home-family
  - Responding to the discipline of parent
    A parent (or parents) is concerned over the constant late hours of his 17 year old son. The parent thinks that his wishes should be obeyed while the son lives under his roof so he approaches the son once again on this subject.
    Son #1 thinks he is old enough to stay out as late as he wants and is often angered at his parents for their objections. He feels that the situation is beyond the point of discussion.
    Son #2 wants to get along at home but believes that his father is wrong.
  - Embarrassed by father (or mother)
    A boy has just met a "classy" girl in a park and is preparing to date her when he sees his father unexpectantly coming toward him. His father is dressed poorly and the boy is embarrassed by his appearance.
    The father sees his son in the park with a girl and goes over to speak with him; however, he does not want to intrude.

This situation offers many possibilities. It could be acted out first by having the boy hustle the girl awkwardly away from his father. The boy might then react with anger to the girl because of his guilt feelings. The girl would fail to understand the boy's sudden poor behavior. The father naturally would be hurt if he were aware of the snub. This entire situation and most of the others may be simply presented to the class for discussion. Do not make statements regarding "good" behavior, but lead the students to determine the appropriate actions by themselves.

- Demonstrate the pressure release chain
  A boy is severely and unjustly reprimanded at school by a teacher. The boy wants to punch him in the nose but is restrained by fear of repercussions. He spends the rest of the day seething and is very angry when he arrives home.
  The boy's mother is having a good day and is folding clothes when her son returns. She happily greets him; he responds with "Shut up," or "Leave me alone." She becomes very angry, and both exchange animosities until he storms out.
  The boy's father had a good day at work and comes home hungry. His wife is working in the kitchen so he greets her with "What's for supper?" The mother reacts angrily,

"That's all you ever think about." They argue until she runs off crying. The father kicks the dog (a wastebasket).

- Others
    - Demonstration of a boy asking for a date

        The girl is a recent acquaintance. If no girls are available, a phone conversation can be simulated.

        First boy is a volunteer from class with no preparation.

        Second boy is "cool," thinks she will leap at the chance; is suggestive and insulting.

        Third boy is nervous, afraid, withdrawn, and rather inept.

        Fourth boy is polite, confident, conversational, and friendly.

        Girl - no preparation - simply responds as she would in life to the various proposals.
    - Demonstration of meeting the parents of a date

        This situation could be used as a followup to the above. If no girls are available, the conversation could include the father and boyfriend only.

        Father is interested in the characters of the boys who date his daughter, is very observant of the boy's behavior.

        Boys are similar to those in the previous situation above.
    - Being ticketed by a policeman

        Policeman clocks motorist traveling 50 miles per hour in a 40 mile zone, stops him, and using standard procedures will ticket him or perhaps warn him.

        First motorist is a volunteer from the class with no preparation.

        Second motorist is angry, complains that the limit sign was covered by foliage or snow, that all police are no good, that the "bigwigs" never get tickets, even threatens physical violence.

        Third motorist is polite, accommodating, sorrowful, wasn't aware of the speed limit, apologetic.
    - Giving and following directions

        This situation requires a game-like exercise. Students in small groups decide on a place in the surrounding area to send other students. One student from outside the group is selected to follow the directions to see where he ends up. He reports back to the class. This can be modified to the following:

        Motorist from out of town, lost, looking for a public building, street

        Pedestrian gives directions. Are they clear? Can they be followed?
    - Slave block

        An effective lesson on prejudice or Negro history should include this sociodrama:

        Auctioneer - sells the slaves to highest bidder, mentions background, muscle structure,and quality of the teeth. He does not sell whole families, but divides them up; attempts to separate tribes and language groups, a common practice to avoid concerted rebellion.

        Sellers and spectators poke at the slaves, examine them, laugh.

        Slaves react as they would under those conditions.

        The situations are endless. Have the students originate some.

- Personal crisis (being "on the spot"): Role playing can be modified by putting one student "on the spot," presenting him with a situation (read the italicized paragraph), and asking him to solve it. This is done with a few students (in the same situation) until variations provide group discussion and reflection. Each student is seated on a stool in the front of the room. (See On-The-Spot Technique, Appendix C, p. 311.) Most young people will react honestly. After the student explains his reaction, "on-the-spot" discussion is begun. The teacher should be careful *not* to tell students what they should do in these situations. Normally their reflection on the incident will tend to stabilize their behavior. Situations may include the following:
    - Witnessing a crime

        You are walking home from a movie at night when you see three people about your own age stealing the hubcaps from a car. They don't see you. What would you do?
    - Reaction to physical defect

        You are standing on a street corner with a group of boys your own age. A girl with cerebral palsy limps in front of you. Her unnatural behavior provokes laughter from the group. She nervously drops her purse and its contents spill onto the sidewalk. What would you do?
    - Coffee spill

        You are in a crowded coffee shop. You are dressed in your best suit. You notice a very jovial group of men ordering coffee. One of them turns suddenly and spills his coffee all over you. How would you react?
    - Hit and run

        Your friend has borrowed his uncle's car without the uncle's knowledge. You go with him for a ride. A young boy darts in front of the car and is hit by it. Your friend stops, looks back, and then speeds away. What would you do?

- Drugs and the pusher
  You are at a swinging party and have had a few drinks. Many of the people there are smoking marijuana and seem to be enjoying it. A pretty girl invites you to try it. What would you do?
- Track star
  You are a black high school track star and are invited to compete in a meet sponsored by an athletic club. If you win your event, you will automatically receive a college scholarship. Your friends are urging you not to run because the club discriminates against nonwhites in its membership policies. What would you do?
- Babysitter
  Your parents must leave for the evening. You are told to watch your baby brother and are expressly ordered not to leave the house. Your parents have argued with you about this in the past. You promise to stay home. After they go you sit outside, meet a girl, and walk her through the park. Suddenly, you see a car strike a young neighborhood boy and clearly view the license plate number. What would you do?
- Black in a block (for white student)
  You live in an all-white suburban area. A Negro family moves into the neighborhood. Most of the whites become very emotional in their distaste. Some even plan sabotage to show "them" that they are not wanted. You know of a plan your friends have to paint obscenities on the home. They ask you to go along. What do you do? What could you do to help solve the neighborhood conflict?

Role-playing and "on-the-spot" situations are inexhaustible. Students may be asked to think them up in small groups. Good situations may be "tried" on the other groups.

MOVIEMAKING

If the facilities are available, the making of films will be as useful as it is exciting (See Appendix A, Student-Developed Movies, p. 302). The students will be able to see and hear themselves in the role-playing situations described above, as well as in other situations. Students should be free to attempt documentaries (for example: "This is my Neighborhood," or "City"), commercials, original plays, adapted short stories, or newscasts. A portable tape recorder may be used for sound, if it is required. However, sound is not a necessity; speaking and listening practice will ensue anyway. A super 8 camera with a zoom lens and a projector are economical and sufficient equipment for class movies.

Movie length should be short for the first attempt; 10 minutes is adequate. After an introduction to the process (which will usually generate excitement), divide the class into groups of five. Each group is assigned the tasks of selecting a topic for the films and writing a brief outline of a script. This may require two sessions. After the groups have completed their tasks, a group leader from each reads the script outline to the class. The class, by vote or consensus, selects the outline that it likes the best. Ideally, the script will include many students in the actual filming. Call for volunteers for student director whose job will be the overall coordination of the film. If there is more than one volunteer, the class can informally vote for director. If no one volunteers, the teacher may judiciously ask a student. The teacher then selects writers (no more than eight). These students should be relatively good writers and thinkers. In one or two groups they write the script. They study the camera and the manual for a few days, practicing with the zoom lens and light indicators. Later they will advise writers as to what can be filmed and what cannot. Actors volunteer or are selected. (Most will consider this an honor.) They also meet to discuss their roles. Other students are put in charge of props, projection, development, arrangements, and any special areas that the effort requires.

The resulting script is presented to the class by the director. The class modifies it in a group session. The actors practice the scenes to the play and a shooting schedule is prepared. The shooting may be done all at once or at intervals, depending on the situation. After the film has been processed, it is shown to the class. Student editors cut and refine it following the editing kit instructions. The finished film is shown to whomever has an interest. If the enthusiasm of the group permits, further and more sophisticated film experiments may be attempted, using sound, photographs, or cartoon drawings. Editing might be assisted by local school system audiovisual specialists. A "film festival," including films made by rival classes, might be held, complete with awards.

VIDEO TAPING

The above procedures are easily adapted to video taping if the equipment is available. A tape deck, camera, and monitor screen are needed. Sound recording and the ability to replay a poor scene are advantageous. The cameraman will require a little more practice to master the skill of filming while watching a monitor. The tape can be played back immediately and is particularly effective for the role-playing lessons.

TELEPHONE

The local telephone company will usually agree to send a representative for instructing students about the proper use of the telephone. Old telephones may also be borrowed from the telephone company for practicing business and personal calls. Role playing is further modified to simulate common telephone conversations. The conversation can be taped for further effectiveness. A right way and a wrong way may be demonstrated as with some of the role-playing situations. Some possible situations might be:

- Calling a doctor
- Responding to a want ad
- Reporting an accident (or fire)
- Complaining to a government official about air pollution
- Calling an order to a catalog sales department
- Looking for a job; calling agencies
- Answering the telephone at work

After taping the conversations, the student caller should be the first to criticize his speech. Group criticism may follow.

TAPE RECORDER

In addition to the dialog discussion of the tape recorder, other uses may be made of the tape recorder. Two students may record street sounds or other common city sounds on a portable tape recorder. They return to class and play the tape. Students attempt to name the noises. Interviews of the "man on the street" regarding political or health problems can also be recorded. During the playbacks, students should note that some speakers are more effective than others. Have them discuss the reasons for this. Listening tests can be composed by taping people on TV talk shows. Students are directed to listen and then answer questions about what was said. Tests can be constructed under various conditions to point out listening skills. The following questions can be asked following a taped demonstration of the various distractions which hinder good listening:

- Are you distracted from the speaker's main idea because of his use of emotionally tinged words? (i.e., swearing, vulgarisms, epithets)
- Are you distracted by statements which are contrary to your own opinion?
- Are you distracted by extraneous sounds such as street noises?
- Are you distracted by accents or dialects?
- Can you eliminate the unnecessary or distracting material from a speaker's comments?

POETRY

A creative poetry unit should be developed so that the student, no matter how deficient in language, can take part in the creative process. Results may be surprising.

Ask the students to bring in their favorite records over a week long period. While the records are being played, the lyrics of the songs are written on the board. They are examined primarily for message and incidentally for use of language. A comic presentation of some common figures of speech may be used on the overhead projector. Have students examine and evaluate modern protest songs, folk songs, and spirituals as poetry.

When students recognize that poetry is often used to carry the message of this generation, they will be ready to attempt their own. The assignment may be made as a journal or as a separate activity. Stress that rhyme, rhythm, and other standard forms are unnecessary. The students should be given at least two opportunities to write poetry, perhaps on successive days. Be careful to give praise for even the poorest poem.

After the individual writing phase, the unit should logically end with an oral presentation of either one of the poems the student has read or heard, or the self-made poem. This dramatization, of course, must be put on in an unconventional atmosphere—strobe or flashing "black" lights, wild background music, stool, ladder, unique dress, psychedelic posters, and student art. Artistically talented students should be called upon to prepare the atmosphere. The emphasis should be on total freedom during the presentation itself. One or even two record players may be played loudly. Do not call on students or interfere more than is necessary. Ideally, they will present their readings when they feel like it, hear the right music, etc. A powerful spotlight may be used to select performers. When the light stops on them, it is their turn to read. Two or three outgoing students might be asked to lead off. When a student is ready to begin, the music is turned down. No reaction or applause except for finger snapping greets the performance. The music's volume is again increased until the next student is ready. Physical position should also be variable. The student can stand, sit on the floor, ladder, stool, or desk. He might face the wall or a corner as he speaks. Originality is praised. Choral speaking and singing is encouraged. Some students may bring in records that they wish played during their performance. Other background music should be widely mixed, using all varieties and changing them often. Lights should be experimentally dimmed, changed, and flashed for effect.

Naturally, all of this will require some practice. Yet it should never be done the same way. One of the sessions may also be video taped, or filmed and taped for full effectiveness.

The time involved in this unit will vary depending on student interest. A week or more could easily be spent on the dramatization alone.

IN-OUT GROUPS

Another innovative technique for discussion of a two-sided question is the in-out group. Two groups are formed (black—white, for—against, parents—children). They form concentric circles, one group sitting in a circle surrounded by the other group. The teacher directs a question or two to the inner group (How do you define black power?). As the inner group responds, the outer group must remain quiet. When discussion bogs down, the same question is put to the outer group and the inner group must be silent. Then members of the inner group may question members of the outer group, and discussion may tend to become heated. The leader does little but attempt to keep the arguments controlled. The parent-child in-out group is often very effective as a method of bridging, or at least defining, the generation gap.

EVALUATION TECHNIQUES

- Can the student express his thoughts and views clearly and with confidence?
- Is the student willingly and enthusiastically participating in classroom activities, such as role playing or film making?
- Does the student reflect on his own behavior and the behavior of others?
- Is he viewing life situations from the point of view of the other people involved, as well as his own?
- Does he exhibit a positive behavior change?
- Is he becoming more fluent?
- Are speaking and listening skills improving?

TEACHING MATERIALS

The following books are highly recommended for the language arts teacher in this program.

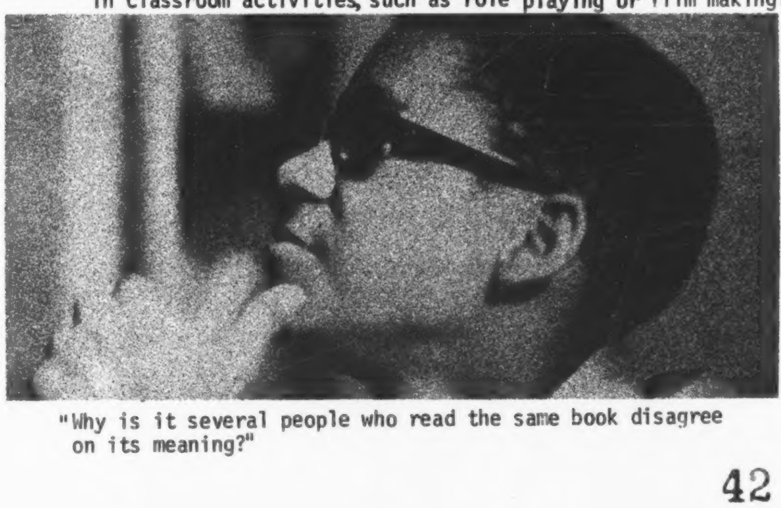
Brown, Claude. *Manchild in the promised land.* New York. Macmillan. 1965.

Fader, Daniel. *Hooked on books.* Cambridge, Mass. Berkley. 1966.

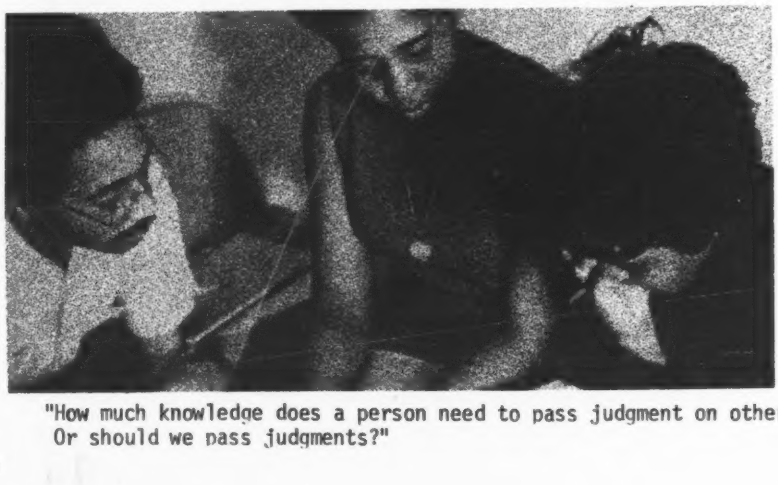
Harrington, Michael. *The other America.* New York. Macmillan. 1962.

Holt, John. *Teaching the unteachables.* Champaign, Ill. National Council of Teachers of English. 1966.

Kozol, Jonathan. *Death at an early age.* New York. Random House. 1967.



"Why is it several people who read the same book disagree on its meaning?"



"How much knowledge does a person need to pass judgment on others? Or should we pass judgments?"

SECTION III - READING

INTRODUCTION

The emphasis in literature study for these students should be social rather than literary. It should be organized around current events and the problems of today's world. The focus is not on the quality of reading material but on the quantity read by the student. Analysis should *not* be of a formal nature. Using traditional lessons on plot structure, characterization, moods, etc., should be avoided. Storytelling devices should be taught incidentally, organically.

Any language skills acquired should also be the result of organic learning. Incidental teaching of how to eliminate weaknesses is much more effective than formal lessons designed to eliminate them. Mechanical studies (workbooks, word lists, isolated grammar structures) should be avoided insofar as possible. Many students need to experience the pleasurable aspects of reading before they can seriously pursue self-improvement in that area.

TEACHING OBJECTIVES

- To help the student experience the pleasurable aspects of reading
- To help the student realize that reading about other people helps one to gain a more realistic perspective of himself
- To facilitate discussion of material that the students have read as a means of discovering the maximum amount of insight into themselves and others
- To expose the students to a wide range of printed material, with particular emphasis on minority group experience in American culture
- To equip the students with the basic reading skills necessary for everyday life
- To assist the student to overcome individual reading problems

STUDENT UNDERSTANDINGS

- Reading can be pleasurable and interesting.
- Reading about various human motives and behavior can help one understand himself and others.
- A wide variety of printed material exists to satisfy the interests and needs of almost everyone.
- The ability to read for information is almost a requirement for coping with our complex society.
- Modern problems are tremendously complex, and a knowledge of various points of view is essential to their solutions.
- Minority group experiences have strongly influenced American literature.
- Reading speed should vary according to the type of material being read.
- Wide reading helps to build vocabulary which can help one to communicate better.

CONTENT

- Can reading be considered in any way other than as a school-related activity?
- Does literature record the human experience, and can this record help one to understand himself and others?
- Can reading actually be exciting?
- Is reading important in a very practical sense, such as driving, advertising, and working?
- How can one recognize propaganda and emotionally tinged writing?

- What background is necessary for one to carry on an informed conversation about sports? politics? foreign countries? birth control? hippies? religion? abortion? the youth movement? music? the space program?

- Why is it that readers of such documents as the United States Constitution, the Bible, and James Baldwin's essays fail to agree on the author's meaning?

- In what practical ways can one improve his reading ability?

TEACHING METHODOLOGY

It is imperative that each student have a complete physical examination emphasizing sight, hearing, and speech. If it is discovered that any poor reading student has a physical impairment in the above areas, he should be referred to a proper agency for therapy. The reading consultant should be notified of all such discoveries.

Standardized reading tests should *not* be used in the initial stages of the program. The teacher, with the assistance of the guidance counselors, can glean much information by reviewing the past school records of the students. A comprehensive "informal reading inventory" is recommended as an alternative and personal method of diagnosing reading levels and proficiency in word attack skills. (An explanation of this device may be found in *Teaching Adult Basic Reading*, p. 9.) The reading consultant will organize and administer this "testing" program with the assistance of the language arts instructor.

The following lessons concerning reading "roadblocks" may be used after the introduction to reading via the "Classroom Library" approach. (See p. 38.) The lessons in most part are adaptations of ideas presented in *Faster Reading, Self Taught* by Harry Shefter. The lessons may be taught in 1 hour or be spread over 2 or 3 successive days.

- Introduction to reading roadblocks:

The teacher introduces the lessons by asking, *How many words can a man speak per minute?* If students don't respond, he continues, *How many seconds are there in a minute? How many words can a man speak per second?* After some discussion, it should become evident to the students that even the fastest talking woman cannot speak over 120 words per minute in our language and still remain understandable The teacher continues:

- How fast can a man *read*?
- It was said that former President Kennedy could read at the rate of 10,000 words per minute and *understand* most of what he read. Is this possible?
- Burt Ward (Robin in TV's *Batman* series) was reported to be able to read even faster. How do we account for such "super" readers?
- If a person speaks aloud or to himself each word that he reads, how fast a reader can he be? Have you ever heard the magician's expression, "The hand is quicker than the eye?" Is it a fact?

After some discussion of the latter question, it will become clear that the eye is faster than the hand, and the lip, tongue, or finger. The mind interprets what the eye sees and mental activity is much faster than any physical activity. Therefore, in reading, anything that restricts the mind (with the exception of eye movement) should be eliminated. Any physical movement that slows mental activity hampers reading speed. The teacher tells the group that they will now examine some of these movements and see if they exist to some degree in their reading habits. He distributes newspapers or articles cut from *Reader's Digest* to the group.

- Lesson 1: Vocalization

The teacher directs the students to place their thumbs and forefingers on their Adam's apples. He asks them as a group to hum *The Star Spangled Banner* with him. (This provides an hilarious beginning.) The point of this is to simply have them feel the vibrations made by the utterance of sound. They are then directed to read a paragraph silently with their fingers on their throats. If any of them feel vibrations while they read, they are vocalizing and thereby slowing their reading rates.

- Lesson 2: Lip reading

The teacher directs the students to place a pencil between their lips, *not their teeth*, and to read another paragraph. Lip readers will experience difficulty attempting to read in this manner.

Suggested self-correction procedures for vocalizing and lip reading:

- Practice reading with the lips tightly together, and at the same time push the tongue firmly against the roof of the mouth.
- Practice reading while chewing gum with exaggerated jaw and lip movements.
- Practice reading while pursing the lips in a whistling position and blow air out.

- Lesson 3: Crutches

The teacher directs students to read an additional paragraph, carefully noting those who use their fingers or other instruments as a guide. He should gently point out their problem.

Suggested correction technique:
- Hold the book in both hands while reading.

- Lesson 4: Failure to use peripheral vision

The teacher asks the students to stare at him and points out by multiple questioning that they not only see him but also many other objects in the room.

Can you also see the flag, the chalkboard, etc.?

Next, he directs the students to move their eyes, not their heads, to an object in a corner of the room and to "sweep" their eyes slowly to an adjacent corner. Most students will think their eye motions to be of a "sweeping" rather than a "stop and go" nature. The teacher demonstrates that the eyes move in an intermittent stop and go pattern by designating two students to observe two others as they slowly "sweep" the vision field. Seeing is only accomplished when eyes are at the stopped position, in the same way that typing is accomplished only when the typewriter is in a stopped position. It follows that the more words that can be taken into sight with the eyes at a stopped position when reading will increase reading speed and decrease visual tiredness.

The teacher then directs the students to do one of the following:
- Place one finger on either side of your jaw.
- Put one hand on your chin as a man does when he feels his beard.
- Place a finger on the tip of your nose.

The teacher then displays on the overhead projector (or chalkboard) a transparency on which he has written the following numbers. He directs the students to look at the center number and, while holding their heads still, read all three numbers as if they were a total.

1	7	2
8	4	7
9	7	7
6	5	8
2	4	1
5	8	9
7	2	2
6	4	3

After this exercise is accomplished, he displays another transparency, directs the students to move their eyes down the center column and keeping their heads still, attempt to read three words as a unit.

THREE	BLIND	MICE
HOME	SWEET	HOME
BURN	BABY	BURN
DOWN	THE	HATCH
TICK	TACK	TOE
STAR	SPANGLED	BANNER
MISSED	THE	BOAT
TIME	MARCHES	ON
GO	TEAM	GO
RAISE	THE	ROOF
WE	SHALL	OVERCOME
SMOOTH	AS	SILK

After the exercise, direct the group to read a newspaper article, attempting to move their eyes down the center of the column while using one of the techniques suggested above for eliminating head movements.

- Lesson 5: Regression

Regression is the practice of "going back" to reread because of a feeling that one has "missed" something in the reading. Almost all of us who were educated in a traditional over-analytical system are guilty of this habit. The only correction technique is for the student to consciously move ahead steadily, regardless of any strong desire to turn back. The teacher should inform the group that most of the specific facts and statistics contained in general reading are not important in themselves but are used to support the main idea that an author is presenting.

As students come to recognize their "reading roadblocks," daily practice in the individual area or areas is necessary until the habit is eliminated. The student should not be forced into the practice situation but should choose to do so on his own initiative. Reminders during the first few weeks by the instructor may reinforce the self-help theory.

CLASSROOM LIBRARY

It has been generally recognized that students will read books which are far above their tested reading level when they are provided with high interest materials. A ghetto youth may be completely incapable of reading *Silas Marner;* yet, he may be entirely engrossed in Dick Gregory's *Nigger*. It is of extreme importance that a wide variety of paperback books that are of crucial interest to the student be at his fingertips. Books concerned with his identity and books that have relevancy and impact create their own motivation. Books used in the program should not be chosen for classical or moral significance. *Interest is the key.*

It is imperative that the books be displayed in an attractive manner on wall or revolving floor racks. They should not be numbered and should be grouped by interest areas, if at all. During the first week of classes, each student should be given two books *of his choice* and a paperback dictionary. Thereafter, schedule twice a week for book borrowing. Perhaps 10 minutes on Tuesdays and Thursdays will be sufficient. Books may be signed out on a sheet of paper if the teacher desires some control of circulation. There should be no limit on books borrowed and no penalties for loss or damage. Popular titles should be purchased in multiple copies. Naturally, some books will be lost or simply never returned,and there must be finances available to continually replenish the "library." The teacher should ask students to bring in any books they may have read and contribute them to the library. (See suggested core booklists for beginning a classroom library, pp. 42-49.)

Copies of the following newspapers and magazines (as well as any others suggested by teachers or students) should be readily available in the classroom: *Scope, Look, Life, Time, Newsweek, Mad, Ebony, New York Daily News, Jet, Sports Illustrated, Popular Science, Hot Rod, The Negro Digest*, and *Reader's Digest*. A local newspaper should also be available daily and, once a week, should be distributed to every student. Free time must be allotted within the program for general reading. All magazines should be considered as expendable and students should be allowed to take them home.

COMMERCIAL TEXT PROGRAMS

Care should be used when selecting any commercial text programs. Publishing companies have just recently begun to offer interesting programs for urban youth. The teacher must have the freedom and finances to formulate his own curriculum—one in which he and his students are free to work. It is suggested that any materials used treat subjects that are within the student's experience and assist to build constructively upon his view of himself. It is important that the ideal of individualization be maintained within the selected materials. It is important to remember that many of the students have already failed at some of the so-called individualized programs. For example, the SRA Reading Laboratories may be effective *if they were not used in the schools of which these students are products*. Programs such as Holt's *Impact*, Scholastic's *Contact*, Scott-Foresman's *Activity-Concept English*, and Macmillan's *Gateway* deserve careful examination. All such programs can be overused, and their use should be adapted to the needs and interests of a particular group. These and other commercial programs have a built-in boredom scale when they are used as "busy work" or to provide relief for a teacher. They can, however, be effectively used and can free teachers for individual instruction.

Scholastic's *Scope* magazine has proven itself to be particularly appealing to urban students and could be incorporated into the curriculum.

ROLE PLAYING

Role playing can be useful for both discussion and motivation purposes. The technique can be briefly described as follows: the actors (students) are presented with a critical situation in which they must behave and make decisions spontaneously, without lengthy discussion beforehand. Their only cues to action are provided by their knowledge of the situation and of the other roles. One variation may be noted: key persons in the "cast" are given information about their attitudes or background not shared by other role players or audience. When using the role-playing technique, spontaneity of response is essential. In actual life, the participant is rarely prepared by long contemplation for situations which arise. Knowledge of the past of other participants, their values, or their motives is fragmentary and emotionally tinged. It follows that the role-playing participants in a situation from literature should not be aware beforehand of the actual outcome. Such knowledge would compromise spontaneity and precondition insights.

Example:

In Richard Wright's autobiography, *Black Boy*, there is an episode where a gang intimidates the protagonist and takes his money when he goes to the store for his mother. He returns home where the mother forces the crying boy to go out again with more money. The gang again confronts him.

The situation may be explained to the students, or they may be asked to read up to the point of the boy's return home from the first encounter with the gang. One student would "play" the mother; another, the boy; and four others would play the gang. They act out the situation as it was presented to them and then continue on their own. Will the boy fight the gang? Will someone in the gang speak up for him? Why did his mother send him out again?

After the students act it out, the roles may be shifted and others play the parts as they see them. The situation itself should provide plenty of material for discussion. After this step, some of the students might wish to read *Black Boy* and report how Richard Wright *did* react.

This technique is applicable to any critical situation in literature.

DIRECTED READING ACTIVITY

In this program, the entire class will not be reading the same book and typical literature anthologies will be avoided. However, a modern paperback anthology with visual appeal and relevant material may be used to provide a common experience and to motivate further reading. Any group reading assignments can be made exciting and at the same time help students improve reading skills through the "directed reading activity." Basically, five steps are involved: motivation, establishing purpose, checking vocabulary, reading, and discussion.

- Step 1: Motivation:

Through the use of the overhead projector, slides, records, photographs, intriguing experiments, and visuals, the student becomes interested and involved. The teacher must come up with something that is eye-catching and interest-provoking. The motivation should lead to thought-provoking questions. Finding material or creating it makes the DRA difficult,yet rewarding.

Example:

The teacher would like to assign a segment of *Anne Frank, The Diary of a Young Girl* contained in a modern anthology to a sizable group of his students. To assign in the traditional way—"Read pages 130-137 in the diary of Anne Frank"—would be disaster. Instead, the teacher enters the room and without a word draws a large swastika on the chalkboard. Beneath it he prints in small letters, "anne frank." Elsewhere he prints "SS," "diary," and finally, "jew." He plays a recording of a Hitler speech. (*I Can Hear It Now* by Edward R. Murrow, Vol. II, Columbia Records)

- Step 2: Purpose Setting:

In the discussion phase of the motivation step,the teacher should have the students think and verbalize questions they want answered. Write all of these questions on the board. This step establishes the purpose for reading; it gives the students *a reason for reading.*

The students in the motivation step should become further interested when they find out about the gas ovens and the hiding place of Anne Frank. The teacher should answer only those questions which provide background and leave the rest unanswered.

Possible questions:

- Who was Anne Frank?
- What is a diary?
- Why did Nazis kill Jews?
- What was the SS?
- How could they kill so many people without anyone stopping them?
- Is there a "master race?"
- What happens when a person is confined with a group of people for a long time?
- What finally happened to Anne Frank and her family?

- Step 3: Vocabulary:

The teacher should anticipate words within the reading selection that might be difficult and make a brief list (only those words the student must understand in order to comprehend the passage) on the chalkboard. Define these words, using them in context. Tell the students that if they come to a word they don't understand, they should raise their hands and the meaning will be given to them.

- Step 4: Reading:

The students are now ready to read for answers to the purpose questions.

- Step 5: Discussion and rereading:

When students have finished reading the assigned selection, the discussion of questions should begin. Students can substantiate answers by locating correct information or quotes, especially when several disagree. The teacher is cautioned not to put too much emphasis upon what happens in the story.

Example:

The discussion following the reading of the autobiography of Anne Frank could and should extend itself into the whole question of prejudice, including evolution, bigotry, master race, stereotypes, minority groups, (What happened to the American Indian?), and racial problems in the United States. In addition, bring questions in the story itself regarding the involvement and psychology of a girl forced to live in confinement.

An interesting technique for a followup lesson concerning stereotypes is to ask students to pretend that they are entertaining a visiting Italian for dinner. Ask:

What would he look like? How would he act?

List the answers on the board. Then shift the nationality to English, French, Russian, Swedish, etc., and finally to Jewish and African. Then ask the students if they visited the countries of their guests, how many people would they find who looked like and acted as their guests. Let them draw their own conclusions.

The students should be exposed to as many paperbacks as possible that deal with other aspects of the discussion. They should be free to choose from these if they desire more information. This provision for reading material is very important and a display of books should be arranged by the teacher beforehand.

SEMINARS AND GROUP REPORTS

Moral and attitudinal questions and common themes brought to light from the reading of books are often best explored via a modified seminar or group-report technique. The teacher should not require that the same novel be read by every student in the class *unless it is of obvious interest to all* and within the reading capacity of all. Therefore, he must develop techniques that will allow students to select their own reading and yet carry on helpful class discussions. For example, if he finds that Griffin's *Black Like Me* and Baldwin's *The Fire Next Time* are the most popular titles selected after the DRA on Anne Frank, he might ask for a brief report and discussion by four or five interested students on each title on the same day. He should give them assistance and time to work together in preparation. He should also provide them with any audiovisual aids they might desire and suggest interesting techniques for presentation. If the interaction provokes interest in the overall group, the technique could be used with other popular student book choices.

Another variation of this technique is to organize a reading program around a common theme, having the students read different novels that vary in styles and reading levels. For example, one could suggest the theme of "Minority Culture in White America." A possible group arrangement might include the following titles:

- *Lilies of the Field* — 4 titles displayed (for poor readers)
- *West Side Story* — 5 titles displayed (for slow readers)
- *Light in the Forest* — 5 titles displayed (for average readers)
- *To Kill a Mockingbird* — 6 titles displayed (for better readers)

Students should be free to select and should not be assigned a title. It is true that some poor readers may choose a difficult book and some good readers may choose a simple one. The teacher can then use some gentle persuasion to influence book selection. Reading time should be scheduled periodically, and the students should be grouped and physically separated from the other groups. (Naturally, they are encouraged to read at home.) Recommend that they discuss the novels among themselves as they read and make some notations as they progress. A week can then be set aside for reports with 1 day provided for consideration of each title. Students in the groups are to decide the content and method of presentation with the assistance of the teacher. The day after all four presentations have been made, discussion concerning the various outlooks of the authors and possible conclusions about the theme should be pursued.

MOTION PICTURES AND TELEVISION

Motion pictures and television plays can be read. They can also stimulate reading. For instance, if a popular motion picture concerning virtually any subject (violence, sex, race, war, science fiction, etc.) is made a common experience of the group, fruitful discussions may result. Viewing and discussing *Bonnie and Clyde* and *Psycho* may lead students to an interest in the psychology of violence in individuals and in society. They may be motivated to read books concerning violence, such as *The Lord of the Flies*, *The Confessions of Nat Turner*, *Report on Civil Disorder*, and *In Cold Blood*. The entire question of violence and its causes could provide important reading and thinking situations.

Other film subjects could be easily used by an alert teacher to stimulate reading and widen interest areas. James Bond books soared in popularity among young people after the success of the film *Goldfinger*. After a field trip to see a war film, students will react favorably to a prepared group of paperbacks including *Run Silent, Run Deep; Hiroshima; Great Untold Stories of World War II; The Bridges of Toko-Ri; The Green Berets; Dateline: Viet Nam;* etc.

Almost every lower economic household has one major appliance, a television set. The relevancy and immediacy of television can be utilized by the teacher to stimulate interest in world affairs, historical events, and dramas. Assignments to watch certain television broadcasts should be freely made and followed up with a discussion of the program. It is not necessary or practical that the entire group watch a particular program. Good discussion can result when those who have watched tell those who have not about what they have seen. Television can also be used for reading motivation in the manner prescribed above for films. (See Section II - Speaking and Listening for film-making techniques.)

NEWSPAPER

All-encompassing analysis of the newspaper is *not* recommended. However, it can be used effectively to follow events that are of interest to the students: civil rights activity, war, a sensational crime, sports, etc. The teacher should carefully note the impact a newspaper account can have on public opinion. Advertising and sensational writing should be examined. Transparencies made directly from the newspapers would be useful for demonstrating advertising techniques. Cigarette advertisements may be singled out for scrutiny. Retail and installment credit agreements might be examined with the cooperation of the computation skills teachers.

Naturally, some work should be done with classified ads. Students should be aware of the tremendous amount of information contained in those pages relating to jobs, cars, business, homes, furniture, etc. They should also be able to place such ads.

VOCABULARY

Formal study of isolated word lists is *not* recommended. Give each student a paperback dictionary of his own and have dictionary sets available in every classroom. Encourage students to look up words that they do not know while reading, but not to overdo it. The DRA approach and incidental definitions by the teacher will assist vocabulary growth. If a student is reading or listening at all, his vocabulary will grow. His writing and speaking will reflect growth.

FOLLOWING DIRECTIONS

Most of the commercial text programs mentioned earlier place heavy emphasis on following directions. An added innovation might be arranged with local retailers. A new car owner's manual can be a good textbook. Many products must be assembled for display and sale. Instructions for assembling a three-legged TV snack table, bike, child's toy, metal shelving, etc., can make sequential reading a puzzling exercise, particularly when dealing with the real thing.

DRIVING

A few students with an 8 mm movie camera or even a slide camera can prove to the rest of the group the importance of reading well when driving a car. Student-made films of highway signs and symbols by day and by night will make for an interesting class discussion. Reading speed is very important, particularly when driving at a high rate of speed. State driver manuals should be incorporated into the curriculum. Students who do not have driver's licenses should be assisted in obtaining them.

MANUALS AND TECHNICAL WRITINGS

A student who thinks reading is not necessary for him because he wants to be a mechanic is often dumbfounded when he is confronted with a mechanic's or even a driver's manual. Students should recognize that many jobs carry with them their own vocabulary. If they are interested in such a job, they should be assisted in mastering the specialized vocabulary by the instructor or an interested party within that occupation.

REMEDIATION

Time must be allotted in the program for individual and small group remedial instruction. The reading consultant will oversee and assist the operation of the remedial reading program. Paid or volunteer tutors from local colleges may assist in implementation after they receive instruction from the consultant. It is suggested that the remedial reading program be entirely voluntary - that the student decides whether or not he *wants* to go. Please refer to *Teaching Adult Basic Reading* and *Techniques for Teaching Basic Reading to Out-of-School Youth*, publications of this Department, for a summary of various remediation techniques and a reference bibliography.

EVALUATION TECHNIQUES

The following are subjective evaluative questions the teacher may ask himself concerning the success of this unit.

- Do the students appear to have developed a genuine interest in reading?
- Is the classroom library active? Is there a constant need for replacements and additions?
- Are newspapers and magazines in the class being used?
- Do the students approach reading tasks with enthusiasm?
- Are the students becoming more aware of the world around them through reading?
- Do the students exhibit more tolerance of opinions and ideas which vary radically from theirs?
- Are the students beginning to question their own motives and behavior patterns?
- Do a majority of students improve their scores on the "informal reading inventory?"
- Are the students attempting to improve their individual reading problems? Are they having any success?

TEACHING MATERIALS

The following is suggested as a core booklist for the classroom library. (Procedures are described on pp. 38-39.) The list is by no means all-inclusive and should be added to often. The library should also contain the magazines and newspapers mentioned previously. This list is particularly applicable for use with black youth. Those titles preceded by asterisks relate almost entirely to the black experience, although some of these may also be favorites of white youth.

* Adler, Bill, ed. *Wisdom of Martin Luther King, Jr.* New York. Lancer. 1968.
Complete text of all his speeches, brief biography, and photos.

* Alpenfels, Ethel. *Sense and nonsense about race.* New York. Friendship. 1965.
Pamphlet of scientific information assembled to separate fact from fiction.

* Ames, W. C. *The Negro struggle for equality in the 20th century.* (New Dimensions in American History Series.) Boston Heath. 1965.
Divided into three sections: The Negro at the turn of the Twentieth Century, The Negro Between the Wars, and The Negro Since World War II.

Asimov, Isaac. *Fantastic voyage.* New York. Bantam. 1966.
Journey of four men and a woman into the living body of a man.

Auerback, Arnold. *Basketball.* New York. Pocket Books. 1952.
Celtic coach discusses his sport.

* Baldwin, James. *The fire next time.* New York. Dial Press. 1963.
A passionate exploration of what it means to be a Negro in America.

* _____ *Nobody knows my name.* New York. Dial Press. 1961.
Autobiographical essays on the author's early life in America and his flight to Europe.

* _____ *Notes of a native son.* New York. Dial Press. 1966.
Essays on race problems.

* Barrett, W. E. *The lilies of the field.* New York. Doubleday. 1962.
Compassionate study of a black man who builds a chapel for some German nuns.

Beach, E. L. *Run silent, run deep.* New York. Holt. 1955.
True story of submarine experts breaking Japanese naval power in World War II.

Berra, Yogi. *Behind the plate.* New York. J. L. Pratt. n.d.
The job of a baseball catcher.

* Black Star Editors and Photographers. *To do justice.* New York. Pyramid. 1963.
A picture text of how black and white Americans have risked and given their lives in the present civil rights struggle.

* Asterisk indicates books of particular interest to black students.

* Bontemps, Arna. *American Negro poetry.* New York. Hill and Wang. 1964.
A collection of some of the best in Negro poetry. Brief biographical sketches.

* _____ *Black thunder.* Boston. Beacon. 1968.
Historical novel about black insurrection in Virginia led by Gabriel Prosser.

* _____ *Golden slippers.* New York. Harper. 1941.
A fine anthology of Negro poetry, religious, humorous, lyric, and narrative.

Boulle, Pierre. *Planet of the apes.* New York. Vanguard Press. 1963.
Earth visitors find apes have exceeded man in intellectual evolution. Visitors are put in cages.

Bowen, R. S. *Hot rod angels.* Philadelphia. Chilton. 1960.

Bradbury, Ray. *Illustrated man.* New York. Doubleday. 1951.
Fascinating collection of science-fiction stories.

* Braithwaite, E. R. *To sir, with love.* Englewood Cliffs, N.J. Prentice-Hall. 1960.
Inspiring story of black teacher who succeeds with white slum children in England.

* Brooks, Gwendolyn. *Bronzeville boys and girls.* New York. Harper. 1956.
Children's thoughts expressed by a Pulitzer Prize poet.

_____ *Selected poems.* New York. Harper. 1963.
More poems by Pulitzer Prize poet.

* Brown, Claude. *Manchild in the promised land.* New York. Pyramid. 1966.
Autobiographical picture of Harlem and the first generation of urban Negroes.

Burdick, Eugene. *Fail safe.* New York. McGraw-Hill. 1962.
American aircraft bomb Moscow by mistake.

Capote, Truman. *In cold blood.* New York. Random House. 1966.
True story of the brutal murder of a Kansas family by two unusual men.

* Carmichael, Stokely & Hamilton, C. V. *Black power: the politics of liberation in America.* New York. Random. 1967.
Black Power politics is offered as the only hope for avoiding violent warfare.

Condon, Richard. *The Manchurian candidate.* New York. McGraw-Hill. 1959.
Frightening tale of brainwashing and assassination.

Connell, Richard. "The most dangerous game." *Variety.* New York. Minton. 1925.
A strange master hunter who hunts men in the jungle.

* Conot, Robert. *Rivers of blood, years of darkness.* New York. Bantam. 1967.
A vivid reconstruction of the events that brought on the 1965 Watts riot.

Cousy, Bob. *Basketball is my life.* New York. Pratt. 1963.
Former Celtic and Holy Cross star tells of his experiences.

Crane, Stephen. *The red badge of courage.* New York. Collier. 1962.
American classic about heroism and reality in the Civil War.

* Cullen, Countee. *Carolina desk.* New York. Harper. 1927.
An excellent anthology of Negro poets.

* _____ *On these I stand.* New York. Harper. 1947.
The poems of the Negro poet.

Davis, Maxine. *Sex and the adolescent.* New York. Pocket Books. 1958.
Mature presentation of young sexual problems.

* Davis, Sammy, Jr. *Yes I can!* New York. Pocket Books. 1966.
The entertainer's fascinating personal story.

Dodson, Clarence. *Away all boats.* New York. Bantam. n.d.
Navy story of amphibious warfare in the Pacific.

Donovan, Robert. *PT-109.* New York. Fawcett. 1961.
The now famous description of John Kennedy's heroism in World War II.

Dooley, Tom. *The night they burned the mountain.* New York. New American Library. 1964.
A struggle to survive by the Vietnamese people.

* Dorman, Michael. *We shall overcome.* New York. Dell. 1965.
Eyewitness account of *Newsweek* reporter to racial strife attending integration of Southern universities.

Douglas, Gilbert. *Hard to tackle.* New York. Dell. 1967.
High school football story involving violent prejudice toward a black newcomer.

* Duberman, Martin. *In white America.* New York. Signet. 1965.
Two-act drama of the Negro in America.

* Dubois, W. E. B. *The souls of black folk: essays and sketches.* New York. Fawcett. 1961.
Classic book that became the bible of the militant protest school.

Duvall, E. M. *Facts of life and love for teenagers.* New York. Associated Press. 1956.
What every teenager wants to know.

Ellis, Havelock. *On life and sex.* New York. Signet. n.d.
Psychology of sex.

* Ellison, Ralph. *The invisible man.* New York. Signet. 1952.
A southern Negro goes to the North to find his true identity.

* Essien-Vdom, E. V. *Black nationalism.* New York. Dell. 1964.
The most complete history and appraisal of the Black Muslim movement available.

* Fairbavin, Ann. *Five smooth stones.* New York. Bantam. n.d.
Moving human story of interracial love.

Felsen, H. G. *Hot rod.* New York. Dutton. 1950.
Souped-up jalopies need a place to drag.

_____ *Street rod.* New York. Random. 1953.

Fleming, Ian. *Dr. No.* New York, MacMillan. 1966.
Bond foils attempt by international crime syndicate to control world.

_____ *From Russia, with love.* New York. MacMillan. 1966.
Soviet agents attempt to thwart Bond.

_____ *Goldfinger.* New York. MacMillan. 1966.
James Bond foils daring robbery of gold from Fort Knox.

_____ *Man with the golden gun.* New York. New American Library. 1965.
European agent is trailed to the Caribbean.

_____ *You only die twice.* New York. New American Library. 1964.
Bond cooperates with the Japanese to wipe out crime syndicate.

Forester, C. S. *Sink the Bismarck.* New York. Bantam. 1959.
True adventure of British cruiser that finally sinks a German battleship.

Frank, Anne. *Anne Frank: the diary of a young girl*. Garden City. Doubleday. 1952.
Life experience of Jewish girl forced into seclusion in Nazi-controlled Holland during World War II.

Frank, Gerald. *The Boston strangler*. New York. Signet. 1967.
Fascinating, often brutal study of a killer.

Furneaux, Rupert. *The world's strangest mysteries*. London. Odhams Press. 1961.
The world's most intriguing true mysteries.

______ *Birdman of Alcatraz*. New York. Signet. n.d.
Amazing true story of a convict who becomes a leading ornithologist and befriends birds.

Gaines, W. M. *The mad sampler*. New York. Signet. n.d.
Collection of humorous episodes from *Mad* magazine.

* Gibson, Althea. *I always wanted to be somebody*. New York. Harper. 1958.
Tennis champion's climb to success from the slums of Harlem.

Golding, William. *The lord of the flies*. New York. Capricorn Books. 1959.
Children become savages in a self-directed island society. A cynical comment on man, violence, and democracy.

* Grau, Shirley Ann. *The keepers of the house*. Greenwich, Conn. Fawcett. 1964.
Three generations of a white family with a Negro grandmother. Pulitzer Prize winner.

Graziano, Rocky. *Somebody up there likes me*. New York. Simon & Schuster. 1955.
Entertainer-ex-fighter's story of overcoming gang pressures and rising from a slum background.

* Gregory, Dick. *Nigger: an autobiography*. New York. Pocket Books. 1964.
The comedian's tragic but comic early life.

______ *From the back of the bus*. New York. Avon. 1966.
Acid comedy comments on the race situation.

______ *What's happening*. New York. Dutton. 1965.
Photographs and gags about the author's ideas of Uncle Tom-type Negroes.

______ *Write me in*. New York. Bantam. 1968.
Less humorous, more political attack on what he considers to be hypocrisy in America.

* Griffin, John. *Black like me*. New York. Signet. 1961.
Daring experiment of a white newsman who treats his skin to discover what it is like to be black in America.

* Hansberry, Lorraine. *A raisin in the sun*. New York. Signet. 1959.
Play about Southside Chicago Negroes who want to break out of the ghetto and live as human beings have a right to live.

Hawthorne, Nathaniel. *The scarlet letter*. New York. Dutton. 1907.
Classic story of Hestor Prynne's adultery.

* Hayden, Tom. *Rebellion in Newark: official violence and ghetto response*. New York. Random. 1967.
Condemns the police, and expresses the view that there was not just a rebellion in Newark, but the seeds of an organized revolution.

Heise, Jack. *The painless way to stop smoking*. Manhasset. Channel Press. 1962.
A self-hypnosis method.

* Hentoff, Nat. *Jazz country*. New York. Dell. 1967.
A white teenager finds his color is a barrier to being accepted as a jazz musician.

Hersey, John. *Hiroshima*. New York. Knopf. 1946.
Newsman's factual and frightening reporting of the bomb and its effect on selected people in Hiroshima.

Heyerdahl, Thor. *Kon-Tiki*. Garden City. Garden City Books. 1950.
True narration of scientists sailing across the Pacific on a raft. 80 photos.

* Himes, Chester. *The third generation*. Cleveland. World. 1954.
Study of the third generation of black Americans since slavery.

* Horne, L. & Schickel, R. *Lena*. New York. Signet. 1966.
Lena Horne's search for identity. The Negro singer's problems in a white community.

* Hoskins, Lotte, ed. *I have a dream: the quotations of Martin Luther King, Jr.* New York. Grosset. 1968.
Selections from his writings arranged alphabetically according to subject.

Howarth, David. *D-Day*. New York. McGraw-Hill. 1959.
True story of Allied invasion of Europe.

Hughes, Langston. *An African treasury*. New York. Crown. 1960.
Anthology of various African writings.

_____ *The dreammaker and other poems*. New York. Knopf. 1937. Poems especially selected for young readers. Some have been recorded.

* _____ *New Negro poets U.S.A.* Bloomington. University of Indiana Press. 1964. An anthology of contemporary Negro poets.

_____ *Simple's Uncle Sam*. New York. Hill and Wang. 1967. Forty-six stories by Jesse B. Simple commenting with wit on American life. Jesse is a citizen of Harlem.

_____ *The weary blues*. New York. Knopf. 1926. Some of Hughes' finest poems.

Hugo, Victor. *The hunchback of Notre Dame*. New York. Bantam. 1956. Classic story of sensitive but ugly bellringer of the cathedral.

Hunter, Evan. *Blackboard jungle*. New York. Simon & Schuster. 1954. Teacher gains respect of tough students after many difficulties.

Huxley, Aldous. *Brave new world*. Garden City. Doubleday. 1932. A shocking, soulless, streamlined Eden of the future.

Hyman, Mac. *No time for sergeants*. New York. Random. 1954. Hilarious story of a hillbilly drafted into the service.

Irving, Washington. *The legend of sleepy hollow*. New York. Washington Square Press. n.d. Classic tale of Ichabod Crane and the headless horseman.

Jackson, Shirley. *The haunting of hill house*. New York. Viking Press. 1959. Frightening ghost story.

* Jones, Leroi. *Blues people: the Negro experience in white America and the music that developed from it*. New York. Apollo. 1968. From slavery to citizenship through the medium of music.

* Katz, W. L. *Eyewitness: the Negro in American history*. New York. Pitman. 1967.

Kaufman, Belle. *Up the down staircase*. Englewood Cliffs, N.J. Prentice-Hall. 1965. Sensitive teacher faces the system and students who are supposed to benefit from it.

* Kelly, William. *A different drummer*. New York. Bantam. 1964. Southern town—the actions that led to the sudden departure of every Negro from town.

Kerouac, Jack. *On the road*. New York. Viking Press. 1957. A voice from the "beat" generation in a controversial book.

Ketcham, Hank. *Dennis the menace*. (series of 10 books). Greenwich, Conn. Fawcett. 1960. Any 10 will do.

* King, M. L., Jr. *Strength to love*. New York. Pocket Books. 1968. A book of sermons delivered during and after Montgomery, Ala., bus protest. Three were written while Dr. King was a prisoner in a Georgia jail.

* _____ *Stride toward freedom*. New York. Harper. 1958. Negro view of conditions in today's South.

* _____ *Where do we go from here: chaos or community*. Boston. Beacon. 1968. A beautiful call for a return to nonviolence.

* _____ *Why we can't wait*. New York. Signet. 1968. Discusses the reasons for Negro demonstrations. Describes demonstrations in Birmingham, and the summer of 1963.

Krich, Aron. *Facts of love and marriage for young people*. New York. Dell. 1962.

Landers, Ann. *Ann Landers talks to teenagers about sex*. New York. Fawcett. n.d. Frank talk on a difficult subject.

Larner, J. & Tefferteller, R. *Addict in the street*. New York. Grove. n.d. A study of dope addiction.

Lawrie, Peter. *Drugs*. Baltimore. Penguin. n.d. An objective report on medical, psychological, and social facts about drugs.

Lay, B. J. *Twelve o'clock high*. New York. Harper. 1948. B-29's in World War II.

Lederer, W. & Burdick, E. *The ugly American*. New York. Norton. 1958. U.S. foreign policy can be inefficient to a frightening degree.

* Lee, Harper. *To kill a mockingbird.* Philadelphia. Lippincott. 1960.
A black man is accused of raping a white girl. A fine sensitive treatment of the South and its "problems."

* Lewis, Claude. *Adam Clayton Powell.* Greenwich, Conn. Fawcett. 1963.
The story of the controversial Harlem political figure.

* Lomax, Louis. *Negro revolt.* New York. Signet. 1963.
A report on racial unrest.

* _____ *When the word is given.* New York. Signet. 1964.
Report on Malcolm X and the Black Muslims.

London, Jack. *Call of the wild; white fang.* New York. MacMillan. 1956.
Classic dog story of the North country and its sequel.

Lord, Walter. *Day of infamy.* New York. Holt. 1957.
Minute by minute account of Japanese attack on Pearl Harbor.

_____ *A night to remember.* New York. Holt. 1955.
Incredible story of the sinking of the Titanic.

_____ *The past that would not die.* New York. Harper & Row. 1965.
Hour by hour documentary of the story of James Meredith entering the University of Mississippi and the riot that ensued.

* Lubell, Samuel. *White and black: test of a nation.* New York. Harper. 1966.
Discussions of opinions of people all over the country about racial tensions.

* McGovern, Ann. *Runaway slave.* New York. Scholastic. 1965.
The story of Harriet Tubman.

* Malcolm X. *Autobiography.* New York. Grove. 1966.
Sordid story of ghetto man who struggles to survive by any means; the Black Muslim movement's effect upon his life.

* _____ *Malcolm X speaks.* New York. Grove. 1968.
Edited by George Breitman. Selections from statements of the black leader during the last 8 months of life.

Masin, H. L. *Treasury of sports humor.* Englewood Cliffs, N.J. Prentice-Hall. 1960.
Witty stories and anecdotes from the World of Sports.

Masters, R. E. *The varieties of psychedelic experience.* New York. Dell. 1966.
Factual study of drug-induced stupors, including dangerous aspects of drugs.

Michener, James. *Bridge at Andau.* New York. Random. 1957.
Eyewitness account of Hungarian Revolution in 1956.

_____ *Bridges at Toko-Ri.* New York. Random. 1953.
Air war in Korea interlaced with truth.

* Miers, E. S. *The story of the American Negro.* New York. Grosset. 1965.
Opens with the march on Washington. Goes back to the culture of Africa.

* Miller, Warren. *The cold world.* Greenwich, Conn. Fawcett. 1959.
Points out dramatic cultural differences of black youth.

* National Advisory Commission. *Report on civil disorders.* New York. Bantam. 1968.
The riots—how and why.

* Newcombe, Jack. *Floyd Patterson.* New York. Bartholomew. 1961.
Biography of the fighter.

Nordhoff and Hall. *Men against the sea.* Boston. Little, Brown, & Co. 1934.
Tale of survival for mutineers on the Bounty.

Nordholt, J. W. *The people that walk in darkness.* New York. Ballantine. 1960.
Well-known European study of black history.

* Olsen, Jack. *Black is best: the riddle of Cassius Clay.* New York. Dell. 1967.
Sportswriter explains Clay's point of view on being a Muslim and why the fighter feels "Black is best."

Orwell, George. *1984.* New York. Harcourt. 1963.
Frightening world of the future where Big Brother watches.

Paradis, Adrian. *From high school to a job.* New York. Avon. 1956.
Practical assistance for getting a job.

* Parks, Gordon. *The learning tree.* New York. Harper & Row. 1963.
Autobiographical novel of a Negro boy growing up in a white man's world and his family's struggle to understand and accept the problems of their boy.

* Paton, Alan. *Cry, the beloved country.* New York. Scribners. 1960.
A beautiful comment on Apartheid in South Africa with obvious comparisons to America's racial problems.

* Quarles, Benjamin. *The Negro in the making of America.* New York. Collier. 1964.
Influence of the Negro on the United States from pre-Revolutionary days to the sixties.

Queen, Ellery. *To be read before midnight.* New York. Popular Library. n.d.
Frightening mystery stories.

* Redding, J. S. *On being a Negro in America.* Indianapolis. Bobbs-Merrill. 1951.
Describes the humiliation of being a second-class citizen in America.

Richter, Conrad. *Light in the forest.* New York. Bantam. 1953.
Conflict of white and Indian culture. White boy is raised by Indians and seems to prefer them to his white family.

* Robinson, Bradley. *Dark companion: the story of Matthew Henson.* Greenwich, Conn. Fawcett. 1967.
Arctic expedition and an 18-year-old friendship between a Negro and white explorer.

* Rudwick, Elliot. *Race riot at East St. Louis, July 2, 1917.* Cleveland. Meridian. 1964.
Riot caused in great extent by dissatisfaction of urban blacks with inadequate and discriminatory law enforcement.

Ruppelt, Edward. *Report on unidentified flying objects.* Garden City. Doubleday. 1956.
Discussion of sightings.

* Russell, Bill. *Go up for glory.* New York. Berkley. n.d.
Boston basketball star discusses his life and work.

Salinger, J. D. *The catcher in the rye.* New York. Modern Library. 1951.
Sensitive youth is disturbed with hypocrisy in modern society.

Schaefer, Jack. *Shane.* Boston. Houghton-Mifflin. 1954.
Classic western of loner who protects family from ranchers.

Schultz, James. *My life as an Indian.* Greenwich, Conn. Fawcett. 1968.
Blackfeet Indian tells of his life.

Schulz, C. M. *For the love of Peanuts.* Greenwich, Conn. Fawcett. n.d.

_____ *Fun with Peanuts.* Greenwich, Conn. Fawcett. n.d.

_____ *Good Grief, Charlie Brown.* Greenwich, Conn. Fawcett. n.d.

_____ *Here comes Charlie Brown.* Greenwich, Conn. Fawcett. n.d.

_____ *Here comes Snoopy.* Greenwich, Conn. Fawcett. n.d.

_____ *Hey Peanuts!* Greenwich, Conn. Fawcett. n.d.

Scott, R. L. *God is my co-pilot.* New York. Scribners. 1943.
Flyers in World War II face great dangers.

Serling, Rod. *Stories from the twilight zone.* New York. Bantam. 1964.

_____ *More stories from the twilight zone.* New York. Bantam. 1961.

_____ *New stories from the twilight zone.* New York. Bantam. 1965.
Excellent science fiction.

_____ *Requiem for a heavyweight.* New York. Bantam. 1962.
Tragic story of a great boxer who can do nothing else.

* Shotwell, Louisa. *Roosevelt Grady.* Cleveland. World. 1963.
Warm story of the desire of a migrant child for schooling and a permanent home.

Shulman, Irving. *West side story.* New York. Pocket Books. 1961.
Modern classic about Puerto Rican gangs in New York City.
Tender love affair based on "Romeo and Juliet" theme.

* Smith, Lillian. *Killers of the dream.* New York. Doubleday. 1963.
Autobiographical account of morbid entanglement of sin, sex, and segregation in the Southern psyche.

* _____ *Our faces, our worlds.* New York. Norton. 1964.
The story of the civil rights movement told in the words and on the faces of the participants.

* Stampp, Kenneth. *The peculiar institution.* New York. Knopf. 1956.
A thorough account of slavery and its disastrous impact.

Steinbeck, John. *Cannery row.* New York. Bantam. 1959.
Hilarious, yet somehow tragic, story of the people of Cannery Row.

_____ *The grapes of wrath.* New York. Viking Press. 1940.
Classic. The Oakies move West.

_____ *Of mice and men.* New York. Bantam. 1963.
Tragic story of men with a simple dream that is inevitably shattered.

_____ *The pearl.* New York. Viking Press. 1947.
The finding of a great pearl adversely affects a poor family.

* Sterling, P. & Logan, R. *Four took freedom.* New York. Doubleday (Zenith Books). 1967.
Life stories of Harriet Tubman, Frederick Douglass, Robert Smalls, and Blanche K. Bruce, who took freedom for themselves.

* Time magazine Editors. *I have a dream: the story of Martin Luther King, Jr., in text and photos.* New York. Time-Life. 1968.
Easily read narrative of human interest. 50 photos from Life magazine.

_____ *Sex in the sixties.* New York. Time-Life. n.d.
Treatise on moral change.

Trevor-Roper, H. R. *The last days of Hitler.* New York. Collier. 1962.
Reconstruction of Berlin's fall and death of Hitler.

Trumbell, Richard. *The raft.* New York. Pyramid. n.d.
True, exciting story of Pacific pilots stranded at sea.

Twain, Mark. *Adventures of Huckleberry Finn.* New York. Pyramid.
Huck Finn and Jim and the Mississippi.

_____ *Adventures of Tom Sawyer.* New York. Pyramid. n.d.
American classic of Missouri boy's escapades.

_____ *Mysterious stranger and other stories.* New York. Pyramid. n.d.
Cynical later work of the great writer.

Uris, Leon. *Exodus.* New York. Bantam. 1962.
Historic struggle of the post-war Jew for a new land.

_____ *Battle cry.* New York. Bantam. 1953.
Realistic story of Marines in the Pacific.

Verne, Jules. *20,000 leagues under the sea.* New York. Bantam. 1964.
19th century forecast of atomic submarines.

* Washington, B. T. *Up from slavery.* New York. Bantam. 1965.
Autobiography of the founder of the Tuskegee Institute.

* Waters, Ethel. *His eye is on the sparrow.* New York. Pyramid. 1967.
Frank, real language of Ethel Water's life.

Wells, H. G. *Invisible man.* New York. Pocket Books. 1957.
Strange adventures of a man who could not be seen.

_____ *The time machine.* New York. Berkley. 1965.
The original machine that bridges time.

_____ *War of the worlds.* New York. Heritage. 1964.
Invasion of Martians. Superbly told.

* Wright, Nathan, Jr. *Black power and urban unrest.* New York. Hawthorn. 1967.
A defense of the Black Power movement and a call for many forms of communication between the Negro and white communities.

* Wright, Richard. *Black boy.* New York. Harper. 1966.
Autobiography of Wright. Shows difficulties of ghetto living.

_____ *Native son.* New York. Harper. 1966.
Powerful novel about Bigger Thomas who is convicted of the unfortunate murder of a white girl.

Wyss, Johann. *Swiss family Robinson.* New York. Harper. 1966.
Happy story of a shipwrecked family.

Young, Desmond. *Rommel, the desert fox.* New York. Harper. 1967.
The African tank campaign and the brilliant German leader.

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* Asterisk indicates books of particular interest to black students.

CURRICULUM FOR COMPUTATION SKILLS

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INTRODUCTION. 51

The INTRODUCTION presents the overall teaching objectives and general format of the computation section. The orientation section indicates suggested procedures for beginning the unit.

SECTION I - PROBLEM-SOLVING TECHNIQUES. 52

PROBLEM-SOLVING TECHNIQUES suggests a series of experience units to develop problem-solving skills. The instructor determines the proper starting point for each pupil who then progresses at his own rate.

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SECTION II - VOCATIONAL SKILLS 60

VOCATIONAL SKILLS recommends materials drawn from various industries and occupations selected by the student. If an occupation requires further education, the student must be prepared for a return to a more advanced course in mathematics.

SECTION III - SUGGESTED SKILLS OUTLINE 60

SUGGESTED SKILLS OUTLINE provides an overview of the basic skills and concepts which the student must be able to apply to life situations. The teacher may employ problem-solving situations through which the student recognizes the need for remediation in his particular case.

INTRODUCTION

OVERALL TEACHING OBJECTIVES

- To diagnose the basic computational skills which need remediation and/or reinforcement for each student
- To provide individual programs for students based on their diagnosed needs
- To enable students to adapt basic computational skills to problem-solving techniques in order to meet the needs of everyday life situations
- To help each student acquire those computational skills which he may need on the job or when preparing for a return to a formal school situation

GENERAL FORMAT

The computational curriculum has been developed with an emphasis on:

- Remediation and reinforcement of the fundamental skills in arithmetic
- Acquisition of computational skills necessary for particular job areas or in preparation for a return to the formal school situation
- Adaption of fundamental skills to problem-solving techniques necessary to meet the needs of everyday life situations

The initial part of the program would encompass all students in a diagnostic sequence in order to determine what skills need teaching and reinforcement.

ORIENTATION

The first meeting with the group should be one for explanation. The teacher should explain what he plans to accomplish with the pupils as a group and as individuals, and he should outline in detail the three sections of the program. Students should understand that their placement and advancement in the course is determined primarily by their previous knowledge and their ability to master the materials presented. The ultimate goal of a job or advanced schooling should be stressed.

The second meeting with the group should involve a diagnostic testing procedure. Care must be taken in the selection of a diagnostic test because many of the students have difficulties. The teacher may want to administer informal as well as formal tests.

By the end of the first week, the teacher should have a clear picture of the individual needs of each member of the group. By the following week, the teacher should be able to place each pupil in a problem-solving situation developed in accord with his diagnosed ability. For example, two students may be presented similar problems about budgeting. One may be required to work only with whole numbers; the other may be required to do some computation with decimals, common fractions, or even percents, depending on each student's knowledge of these skills. Problems can be designed to become progressively more difficult in order to establish a need for the student to acquire a new skill in a practical situation with which he is already familiar. The student's difficulties should be continually diagnosed, as he works on his own, in order to provide him with the necessary assistance he needs to acquire the basic skills.

The teacher will have the responsibility, with the help of the materials center specialist, to secure the materials necessary for each pupil. This will entail the development of materials on an individual basis, and require the creation of new materials if none now exist or present ones prove unsatisfactory. A variety of multisensory techniques and approaches to each problem is a requisite if the necessary skills and concepts are to be acquired by every student.

A skills outline has been provided following Section II. This contains comments and techniques which will be of help to the teacher. The skills have been outlined to give the teacher a general overview of those skills which each student should ideally acquire. In order to maintain a high level of motivation and student interest, application of basic skills to practical, everyday problems must be continually made. The practicality of the skills must be evident to the student. Practice in applying the newly acquired skills to practical problems is necessary on a continuing basis. Suggestions have been made to assist the teacher with the correlation of skills and problems.

Some attempts at homogeneous grouping should be made so that pupils with similar needs are in the same locale. This will make it easier for the teacher to use the proper materials for remediation and reinforcement. Paired learning may also be tried.

A number of mathematical activities of a recreational nature should be available for students. These can include puzzles and games in which small groups or individuals can engage as time permits.

Before engaging the students in any activities, the teacher should become thoroughly familiar with both the skills and the problem areas so that a meaningful correlation can be made. Any situations which provide an opportunity to solve problems with newly acquired computational skills should be utilized. For example, to create a need for some of the suggested skills, present the problem of remodeling a particular room. Require the students to determine the dimensions in order to figure the amount of materials they would require. This would necessitate their learning to measure, compute with fractions and decimals, and possibly use percents (to figure the tax on goods needed).

SECTION I - PROBLEM-SOLVING TECHNIQUES

A series of experience units is suggested which will bring to the foreground the need to develop problem-solving skills. This phase of the program will provide the proper starting point for each pupil and allow him to progress at his own rate. The teacher will have the responsibility to check carefully on the students' progress and give individual instruction when needed. If the teacher makes the situations realistic, by drawing from the students' environment, then more successful methods of problem solving can be developed.

Correlation can also be made with Section II. Once the student has developed an interest in a particular occupational area, problem-solving techniques can be introduced relevant to his selected area of interest. Actual on-the-job-type situations can be set up which require his ability to perform the basic skills in situations similar to those suggested in Section I. The teacher must be constantly alert to situations which could provide meaningful applications for the student.

The teacher should also try to correlate activities included in this phase with areas being handled by the other teachers in the program. For example, filling out forms for credit, etc., could be handled at the same time the language arts teacher might be working on filling out application forms.

TEACHING OBJECTIVES

- To diagnose the basic arithmetic skills involving whole numbers, fractions (including decimal fractions), and percents which need remediation and reinforcement
- To provide individual programs for students based on their diagnosed needs
- To develop a meaningful, working knowledge of basic arithmetic concepts and skills which may be met in everyday situations
- To create an awareness of the need to know basic arithmetic skills for everyday activities
- To familiarize students with situations which they will have to meet in daily living as a consumer, a worker, and the head of a family
- To increase the students' ability to handle their finances through better handling, budgeting, and spending of their money
- To provide opportunities for the students to apply arithmetic skills and problem-solving techniques in situations to which they previously have not been exposed

Note: The diagnosis which initially is part of the orientation should be an ongoing thing. The teacher should consider the attitude, ability, and development of skills indicated by the work of individual students which often provide an informal diagnosis.

TOPICS	CONTENT AREAS	TEACHING MATERIALS AND TECHNIQUES*
A. Computational skills necessary for handling money		The following activities are especially good as applications of decimals and percents: The skit, *The Story of Money*, found in *Dramatizing Mathematics*, pp. 31-41, can be used as a background for the need for money. See: *Getting Along Series*, Vol. II, pp. 36-42.
1. Counting money a. Making change	Why should one know how to make change? What jobs might require this skill? What methods make counting change efficient? Is there any relationship between counting money and the place value of our number system?	Have "stage" money available for students to count. If possible, have a cash register in the classroom. Teach the "units" method of counting used in banks. Relate this method to place value in decimal system. See: *Money Makes Sense*. For exercises in counting money, see: *Using Dollars and Sense*, pp. 4-22. For exercises in making change, see: *Using Dollars and Sense*, pp. 40-45 and *Getting Along Series*, Vol. III, pp. 19-22.
2. Budgeting	What is a budget? What advantages are there to budgeting one's money? What are the major items included in everyone's budget? (food, shelter, clothing) What additional items might be included? Should single and married persons budget the same way?	Magazines and newspapers often have columns about budgeting. Included are recommended ways to divide income. Use these recommendations on hypothetical salaries and individual and family needs. See: *Getting Ready for Pay Day - Part 3*, pp. 12-15, 24-28. Have the students keep a record of their own income and spending for a given period of time (a month). A simple ledger-type form could be prepared for easy recording. Example: DATE ITEM IN OUT At the end of the time, have students figure out how much they spent for each item they had decided should be in a budget. Individually, or as a group, their budgeting could be analyzed with suggestions being made for improvement. See: *Using Dollars and Sense*, p. 94, and *Getting Ready for Pay Day - Part 3*, pp. 3-11.
3. Banking	What types of banks are there? How many banks are there in your neighborhood? What services do they provide? How many services do you make use of? What rate of interest do they charge? What rate of interest do they pay? Why should these rates be different?	Visit a local bank. Have students meet the people with whom they deal in a bank. Have them make note of where they would open an account, cash a check, deposit, or withdraw from a savings account. Have a representative from a local bank meet with the class. Previously plan a series of questions to be asked. Have students in small groups prepare reports on various banks in their neighborhood. Each team should have a prepared list of questions to use when they visit the designated bank. Appointments should be made in advance with an appropriate official. Role playing can be used to rehearse these interviews. Use forms from banks, if they are available. (applications for services, checking account forms, and savings account applications) Ask banks for brochures about their services.

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* Publications mentioned in the teaching materials section are also listed in the bibliography of teaching materials at the end of Section I.

TOPICS	CONTENT AREAS	TEACHING MATERIALS AND TECHNIQUES
a. Savings accounts	What are the advantages and disadvantages of a savings account? How does one open a savings account? What forms are used to make a deposit? What forms are used to make a withdrawal? When is the interest computed? (annually, monthly, quarterly, etc.)	Make sure students know the meaning of deposit, withdrawal, interest, compounded quarterly, etc. Get the forms used by local banks (if possible) or make facsimiles of these for students to practice completing. If percents have been taught, have students compute interest at rates used by local banks. To check for accuracy in completing forms, use role playing. Have students alternately be a customer and a teller. This way they can doublecheck each other's work. See: *Getting Ready for Pay Day - Part 2: Savings Accounts* and *Using Dollars and Sense*, pp. 101-102.
b. Checking accounts	What are the advantages and disadvantages of a checking account? What types of checking accounts are available? (contact local banks) How does one open an account? Is there any minimum balance? What is the proper way to complete a check? How does one endorse a check? Can one person cash a check for someone else? (Cosign) How are deposits made? How does one "balance" a checkbook? Why should one count his money before leaving the teller's window? How does the bank charge for its services? Why is identification often asked for when a check is cashed? What is accepted as identification?	Use activities similar to those suggested for savings accounts. To provide additional practice in keeping a checkbook accurate, set up a series of transactions for the student to complete in his sample checkbook. See: *Getting Ready for Pay Day - Part 1: Checking Accounts; Using Dollars and Sense*, pp. 116-123. See the skit, *Life Story of a Check*, pp. 107-113, found in *Dramatizing Mathematics*.
c. Savings bonds	What types of savings bonds are there? (Discuss United States Savings Bonds.) What are the advantages and disadvantages of these? What rates of interest do they pay? What does date of maturity mean?	Have samples of savings bonds available for students to handle and discuss. Discuss present value, future value, etc. See: *Useful Arithmetic*, pp. 16-18.
d. Additional services	What additional services do banks offer? (money orders, loans, payments for some local firms, credit cards, etc.)	If reports were prepared by the students as suggested under A3, these could be listed for the local banks. Use newspaper ads to determine these.
4. Borrowing money	When might it be necessary to borrow money? What sources are available for borrowing money? (banks, loan companies, credit unions, insurance companies)	Use ads from newspapers and magazines which contain information about loans. Have students figure the total cost of borrowing the same amount of money from three or four of these firms. Select the best deal. If banks and other sources have forms available for students to

TOPICS	CONTENT AREAS	TEACHING MATERIALS
	What are the advantages and disadvantages of each of these? How does one get a loan? What rate of interest will be charged? Why is a cosigner required? If references are required, who might be used? How does a "good credit rating" help when applying for a loan? What are rebates? What are late charges?	fill out in order to apply for a loan, use these. Otherwise, make a facsimile of an application form including the general items asked.
5. Investing money	What does it mean to invest? Should everybody invest? What risks are involved? How does one go about investing money?	Have a representative from a stock exchange or an investment firm speak to the class. If possible, take a trip to the stock exchange. Have students pick a stock from the financial page of the local newspaper, invest a given amount of money, and keep track of the investment for a given period of time.
6. Figuring income tax a. State b. Federal	Who has to pay income tax? What does one get for his taxes? How are the forms filled out? (long and short **forms**) How are the tax tables used? What are the deadlines for paying these?	Obtain forms for computing taxes from the State or Federal tax offices. Have the students compute the taxes of a hypothetical individual and then individually compute either their own or another hypothetical individual's taxes. Write to the U.S. Treasury Department, Internal Revenue Service and ask for copies of the I.R.S. Publication No. 21 (Revised 10/66) entitled *Teaching Taxes*. See the skit: *Form 1040*, pp. 61-69, in *Dramatizing Mathematics*.
B. Computational skills necessary as a consumer 1. Buying by the comparative method	What does comparative buying mean? What sources can be used to help one compare prices? Why should prices differ from store to store? Is the cheapest price always indicative of the best buy? How much can be saved by buying on sale?	Make a list of items which are advertised by two stores. Have students use the newspaper to decide which store offers the best price for each article and then decide which store offers the best overall deal. See: *Using Dollars and Sense*, pp. 50-52; and *Useful Arithmetic*, pp. 1-12. See: *Using Dollars and Sense*, pp. 46-49.
2. Shopping in a department store	What local department stores do students shop in? What is a discount department store? What are the advantages and disadvantages of these? What are the general departments in these stores? What types of articles are sold in each? What are charge accounts, layaways, etc.? Advantages and disadvantages of each?	Make a replica of the directory of a local department store. Prepare a list of articles which could be found in the store and have students find the department in which the articles could be purchased. Get samples of sales slips and have students complete them. Compute the tax, if necessary. (If percents have not been taught, a tax table could be used.) For exercises on sales slips, see *Useful Arithmetic*, pp. 40-42. Prepare replicas of monthly bills. Include errors in computation for students to find and correct.

TOPICS	CONTENT AREAS	TEACHING MATERIALS AND TECHNIQUES
	How does one apply for a charge account? What are the terms?	Use role playing. Have students take turns being a customer and a salesman. The salesman fills out a sales slip and the customer doublechecks his computation. See: *Using Dollars and Sense*, *Useful Arithmetic*, and *The Money You Spend* by Kahn and Hanna.
3. Buying by mail	How does one shop by mail? (catalogs, magazine,and newspaper ads, etc.) What are the advantages and disadvantages of shopping by mail? What does the saying "Let the buyer beware" mean and how might it apply to shopping this way?	Have students actually complete order forms from catalogs. Compute cost for more than one of an article, figure mailing charge, tax, etc., and then the total cost of the order. Pay by cash, check, money order. Have students order from a magazine advertisement.
4. Buying on time	What are the advantages and disadvantages of buying on time? What items are most commonly bought on time? What sources are there for time payment plans? (stores, banks, etc.) How can one find the total amount he is paying for credit? What is a service charge? What is a rebate? Is there a late charge? How much?	Make arrangements with a local car dealer for students to come to his showroom, select a car, and go through the usual completion of an order form so a price can be calculated as the basis of a time payment contract. Have students use these figures to compute the actual cost of the car. Choose some articles which would be of interest to the students. Have them compute the additional amount they must pay if they buy them on time.
5. Figuring discounts	What are discounts? How can stores afford to offer discounts? How can they be computed?	Select ads from the newspaper which advertise a discount. Use both the fractional ($\frac{1}{4}$ off) and percent (25% off) forms for computation once calculations of fractions and percents are known by the students.
6. Taking advantage of seasonal buying	What is seasonal buying? What articles can be bought on sale at the end of the season and kept by the consumer for use the next year?	At the end of the various seasons, take a look at the items which are usually put on sale by the stores. This can be done by a trip to the local stores or by using newspaper ads.
7. Figuring sales tax (where applicable)	What types of sales taxes do the students pay? (local, State, Federal) What articles are taxed? What are the present rates being charged?	Use as an application of percent. Include some of the activities listed in other parts of this section.
8. Paying for utilities	What are utilities? How often is one billed for them? How can one check to see if his bill has been computed correctly? What if there has been a mistake?	Get samples of bills used by the various utilities. Figure out how the company arrives at the final charge. Be sure students understand the significance of the various numbers and symbols used. See: *Using Dollars and Sense*, pp. 108-109; and *Useful Arithmetic*, pp. 22-24.

TOPICS	CONTENT AREAS	TEACHING MATERIALS AND TECHNIQUES
9. Paying for services	What services do you require? (laundry, dry cleaning, etc.) What rates are charged?	Have students keep track of the services they have to pay during a month. Compute the total. Have students compute hypothetical bills for service. See: *Useful Arithmetic*, pp. 19-21, 25-27.
10. Buying a car	Should comparative buying be used? Should one buy a new car or a used car? How does one finance a car? (cash or loan) What is the difference in cost if one can pay cash? What additional expenses must be considered when buying a car? (license, insurance, and registration)	See activity under Topic B4. Having students use a car they have picked out will make the computation involved more meaningful. Problems can be centered around the additional costs of operating a car. (Figure miles per gallon, cost of upkeep, license charge based on weight of car, depreciation, and insurance.) See: *Using Dollars and Sense*, pp. 59-67; and *Useful Arithmetic*, pp. 49-51.
C. Computational skills necessary as head of a family 1. Budgeting	Needs vs. wants.	See Topic A2 on budgeting in general. Treat problems here as family-planned expenses and budgeting, rather than emphasizing personal expenses. Students could set up a budget for their family at home.
2. Providing shelter	What are the costs and responsibilities of renting? What are the costs and responsibilities of owning one's own home? Is it cheaper to rent or buy?	While discussing and computing the cost of renting and buying, a discussion might be held to inform students of rent control laws, local organizations which aid persons looking for housing within their means, and other related topics.
3. Remodeling and repairing	Does it always pay to "do it yourself"? How does one figure the amount of materials needed? How does one make use of comparative shopping? Is it always cheaper to repair an article rather than purchase a new item?	This is a good application of measurement and comparative buying. Have students choose a room in their own home which they would like to remodel. Have them take the measurements of the room in order to figure the amount of materials they will need and the cost of the entire project. Possibly, a model could be made of the project. Divide the class into teams. Have each team submit an estimate of the cost of remodeling the classroom, according to some designated plans. Have them compare their estimates and select the best plan.
4. Buying insurance a. Life b. Medical c. Income protection d. Fire e. Liability	What types of insurance are there? Which types should a family carry? How much does insurance cost?	Have a representative from a local life insurance office come in and discuss the general aspects of insurance. The importance of health insurance should also be discussed with a representative of a firm which handles this type. Use insurance tables to estimate the cost of insurance for a given family.

TOPICS	CONTENT AREAS	TEACHING MATERIALS AND TECHNIQUES
5. Meeting medical and dental expenses	What items can [illegible] included under these headings? Which expenses might be covered by insurance? Which are tax deductible?	These can be discussed and computed in the general budget planning. Students could estimate the cost of their medical expenses over the past year.
D. Computational skills necessary as a worker		
1. Figuring a paycheck	Are you an hourly worker or a salaried worker? How does one compute overtime? What are the deductions from a paycheck? What is meant by: gross salary net salary tax social security unemployment insurance other	If students are working, have them use their own pay envelopes or stubs to compute their net pay based on the deductions the employer has taken. Otherwise try and get actual stubs to be used for computation from other employers. For exercises and information, see: *Using Dollars and Sense*, pp. 53-58, 91-93; *Useful Arithmetic*, pp. 28-39; *Paycheck; Getting Along Series*, Vol. IV, pp. 7-25, 55-60. Contact the social security office for any available materials regarding the cost to the employee and overall benefits.
2. Considering benefits	What are some of the benefits offered by some employers? (insurance, hospitalization, retirement benefits, sick leave, paid holidays, vacation time) What would it cost the employee if his employer didn't offer these?	Have students investigate how much money value some of these benefits provide.
E. Computational skills necessary for leisure time		
1. Enjoying sports: a. As a spectator b. As a participant	What sports can one enjoy as a spectator? Which can be enjoyed as a participant? How is score kept in some of the more common sports? How are the statistics in sports reports (newspaper, television, etc.) determined? What do they indicate?	Choose a sporting event being held in the vicinity. Explain or have one of the students explain the scoring method. Have students go as a group and keep individual records of the plays. (baseball, football) Have students set up a bowling tournament. They would be responsible for registering participants, figuring averages, collecting fees, etc., in addition to actually keeping score. Use articles from the sports page to create problems for solution.
2. Enjoying games	In what games do the students participate during their leisure time which require some math computation? (cards, etc.)	A number of games should be available in the classroom to be used by the students when their work is done; e.g., Monopoly, Yahtzee, Scrabble, etc.
3. Planning a vacation	How does one read a road map? What is the scale? What do the symbols mean? What are off-season rates?	Select a map of the area in which the students live. Have them plan a short motor trip. They must figure the total distance and cost of the trip.

TOPICS	CONTENT AREAS	TEACHING MATERIALS AND TECHNIQUES
	How can one make use of a travel agent? How should one carry money to cover expenses? (cash, personal check, travelers checks, other)	Select an imaginary vacation spot. With a travel agent, figure the approximate cost at two different times of the year. (in season and out of season)
4. Eating in a restaurant	Figuring the check: ordering ala carte vs. ordering a complete dinner tax tip entertainment charge change	Get a menu from a local restaurant. Also get the blank order forms used by waiters and waitresses. Do some role playing. Have students take turns as customer and waiter. See: *The Money You Spend*, by Richard H. Turner. See: *Using Dollars and Sense*, pp. 82-84; *Getting Ready for Pay Day - Part 3, Planning Ahead*, pp. 16-21; *Useful Arithmetic*, pp. 61-63. These situations can be used to apply percents, especially figuring the tip (mentally).
5. Planning a dance or party	What expenses are involved? If one is going to charge, once the price of the ticket is set, how many people must attend in order to meet expenses?	Actually planning a party or dance would make this more meaningful than a hypothetical situation. Activities involved would include estimating, comparative shopping, handling money, and balancing a budget. See: *Using Dollars and Sense*, pp. 85-86.

TEACHING MATERIALS

BOOKS

Cordell, Christobel M. *Dramatizing mathematics*. Portland. J. Weston Walch. 1963.

Johnson, Donovan A. *Games for learning mathematics*. Portland. J. Weston Walch. 1960.

WORKBOOKS

Bohn, R. J. & Wool, J. D. *Useful arithmetic*. Phoenix. Frank E. Richards. 1965.

Hudson, M. W. & Weaver, A. A. *Getting ready for pay day - part 1: checking accounts*. Phoenix. Frank E. Richards. 1963.

____*Getting ready for pay day - part 2: savings accounts*. Phoenix. Frank E. Richards. 1963.

____*Getting ready for pay day - part 3: planning ahead*. Phoenix. Frank E. Richards. 1963.

Kahn, C. H. & Hanna, J. B. *Money makes sense*. Palo Alto. Fearon. 1963.

____*Using dollars and sense*. Palo Alto. Fearon. 1963.

Mooney, Thomas. *The getting along series of workbooks*. Phoenix. Frank E. Richards. 1963.

Turner, Richard. *The money you spend*. Chicago. Follett. 1962.

SECTION II - VOCATIONAL SKILLS

This will be a highly personalized phase and will depend largely upon the aspirations of the student in relation to his ability to accomplish his goals. The teacher will be responsible for bringing reality into sharp focus so that the pupil will comprehend with some degree of accuracy where he fits into the spectrum of society. Once this is clarified, the teacher can then proceed to develop a program in terms of specific skills for each pupil.

The materials should be drawn from the particular industry or skill chosen. For example, if a technical handbook is used, formulate problems from that for the student to solve or set up actual situations which the student might meet on the job rather than hypothetical ones.

If the goal of the student requires further education in the academic sense, then this phase of the curriculum should entail some preparation for the student's return to a more advanced classroom in mathematics (possibly in a local adult class).

This phase is probably one of the most important, since it should assist the student in a successful transfer from a school to a work situation. In order to bridge this gap more easily, assistance might be secured from employers or persons working in the field chosen by the student.

SECTION III - SUGGESTED SKILLS OUTLINE FOR REMEDIATION AND REINFORCEMENT

The following outline is an overview of the basic skills and concepts which should become meaningful to the students and able to be applied to life situations by them. In order to accomplish these aims, the teacher may have to employ problem-solving situations where each student has the opportunity to recognize the need for remediation in his particular case.

It is most important that the teacher be constantly aware of apparent needs of individual students so that each may receive assistance as needed and progress at his own rate.

TOPICS	TEACHING TECHNIQUES
A. Whole Numbers	
1. Understanding the meaning of place value	The importance of the base in determining place value must be understood by the student. Place value charts, an abacus, or movable objects (such as beans) should be used to illustrate the idea of grouping and regrouping by tens. Another activity might include the use of "stage" money in the denominations $1, $10, $100, and $1000. Give the student $5472 in bills, such as 3 - $1000, 21 - $100, 36 - $10, and 12 - $1. Ask him to change these to larger bills so that he has as few bills as possible, representing the same total value. From stacks of bills in these same denominations, he should choose 5 - $1000, 4 - $100, 7 - $10, and 2 - $1. A relationship between the digits and the place they are in should help to establish the idea of place value. Repeat with other amounts to reinforce this idea.
a. Place and period names	Pointing out the 1, 10, 100 pattern in each period is helpful.
b. Role of digits	Each of these is really a place holder with zero holding an empty place.

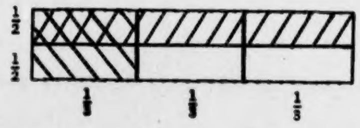
TOPICS	TEACHING TECHNIQUES
2. Reading and writing numbers through billions	Give practice in reading large numbers. Illustrate how only three digits at the most have to be read at any one time. Example: To read 46829065 • Moving from right to left, mark this number into periods. (46,829,065) Note: the last group to the left may have only one or two digits. • Read the number in the left period (46), and say its period name (million). • Read the next period (829), and say its period name (thousand). • Continue in this manner until all periods have been read. • Note: the name of one's period is not read. • Note: The word "and" is *not* used when reading whole numbers. Select newspaper and/or magazine articles which contain large numbers. Use these for practice in reading large numbers. Ask students for examples of numbers which are not read in this conventional way. (telephone numbers, addresses)
3. Reading and writing numerals and symbols	Have students make a list of any symbols they have seen used with numerals. Translate these symbols into words; e.g. ° (degree), AM, PM, ", ', $, ¢, =, ≠, %, +, -, x, ÷, etc.
4. Approximating	Establish need. Have students give examples of situations in which it wouldn't be necessary to know the exact amount.
a. Rounding	Only the *one* place to the right of the place being rounded is used to determine how the number should be rounded. Round the same number to various degrees of accuracy. (nearest ten, hundred, thousand, etc.)
b. Averaging	Apply to groups of numbers related to the student and his environment. (Follow the noontime temperature for a week and find the average temperature. Find the average weight of a student in the class.)
5. Computation with whole numbers	Emphasize need to know the basic combinations in addition and multiplication. Drill, if necessary, to develop an automatic response to the basic number combinations.
a. Understanding terms: sum, difference, product, quotient, factor, remainder	Encourage the use of checking. Present examples in both horizontal and vertical arrangements. Applications of whole number computation can be made in finding perimeter, area, volume, and in scoring games played in free time. Apply activities from Section I.
b. Adding	Although it is not necessary for students to know them by name, they should know the principles behind the commutative (order) principle and the associative (grouping) principle.
(1) Without carrying	
(2) With carrying	Introduce grouping by tens.
c. Subtracting	Both the "take away" and "additive methods" should be shown. The student should try both and use the one he understands best.

TOPICS	TEACHING TECHNIQUES
(1) Without regrouping	Example: 537 -415
(2) Single regrouping, no zero in minuend.	Reinforce the concept of regrouping before going on to more involved examples. Example: 543 -217
(3) Double regrouping, no zeros	Example: 523 -276
(4) Regrouping involving zeros	Examples: 732 809 500 -206 -267 -328
d. Multiplying	Explain that multiplying is an efficient way of finding the value of a group of the same numbers. Although it is not necessary for students to know the principles by name, they should know the principles behind the commutative (order) principle, the associative (grouping) principle, and the distributive principle.
(1) One, two, and three place multipliers	Make sure students are properly placing their partial products.
(2) By 10, 100, and 1000	Help students to understand techniques that simplify multiplication (annexing end zeros). This concept can be expanded to apply to multiplying by other numbers ending in zeros.
e. Dividing	Subtraction method: groups of the divisor are subtracted until no more can be removed. The number of steps a student uses depends on his insight. Example: 4635 ÷ 15 15/4635 300 -4500 135 9 135 309 15/4635 100 -1500 3135 200 -3000 135 5 75 60 4 60 309 Note: There are many possible ways. These are only two possibilities.
(1) With one, two, and three place divisors	Examples: 8/6432 37/49728 245/8820
(2) By 10, 100, and 1000	Have students develop the shortcut.

TOPICS	TEACHING TECHNIQUES
(3) Tests for divisibility	Especially for 2, 3, 4, 5, 6, 8, 9, 10. Reference: Spooner, George. "Divisibility and the Base-ten Numeration System." *The Arithmetic Teacher*, (Dec., 1964), pp. 563-568.
6. Understanding factors and multiples	
a. Understanding the meaning of factors and multiples	
b. Finding the greatest common factor (GCF) and least common multiple (LCM)	A division method can be used to find both the GCF and the LCM. Example: Find the GCF and LCM of 48 and 36. 2/ 48 36 2/ 24 18 3/ 12 9 4 3 Continue dividing by a number which is common to both numbers. To find the GCF: multiply the common factors which were removed. GCF = 2·2·3 = 12. To find the LCM: multiply the common factors and the numbers which had no common factors. LCM = 2·2·3·4·3 = 144.
7. Understanding special types of whole numbers	
a. Understanding odd and even numbers	Role of the factor 2.
b. Understanding prime and composite numbers	Determine by using the Sieve of Erathosthenes. These can also be classified by determining the number of factors each has. If the number has two and only two factors (itself and one), it is prime. More than two factors indicates a composite number.
c. Understanding ordinal numbers	
d. (Optional) Understanding Roman Numerals	In translating to a Roman numeral, translate place by place. Example: 49 would be read forty (XL) nine (IX). Therefore, 49 = XLIX. 798 would be read seven hundred (DCC) ninety (XC) eight (VIII). Therefore, 798 would be DCCXCVIII.
B. Fractions	Use concrete objects to show that a fraction, such as $\frac{3}{4}$, really means $\frac{3}{4}$ of an object or group. (Divide the object or group into four equal parts. Three of these parts represents $\frac{3}{4}$ of the whole.) Reference: *Operations with Fractions*. Working with a ruler can be a means of introducing and comparing fractions. See the suggestions involved with work on measurement (F4a).

TOPICS	TEACHING TECHNIQUES
1. Understanding common fractions	
a. Understanding terms: numerator denominator reduce invert ratio	Role of denominator as a divisor. The word *cancellation,* in reference to reducing fractions, means removing a common factor from the numerator and denominator. A fraction used to compare two quantities by division.
b. Recognizing different types of fractions	
(1) Proper and improper	Compare value to the number one. Proper fractions are less than one. Improper fractions are greater than or equal to one.
(2) Unit	Those fractions with a numerator of one. ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, etc.)
(3) Like and unlike	To be alike they must have the same denominator.
c. Approximating value	Having students estimate values of fractions is useful in estimating answers when computing.
2. Understanding decimals	Decimals are considered to be fractions with unwritten denominators.
a. Reviewing place value	Review whole number place value. Show the symmetrical arrangement of corresponding places if ones place is used as the center place.
b. Reading and writing decimals	If the number to be read is just a decimal, read it as if it were a whole number and then say the name of the place it ends; e.g. .352 is three hundred fifty two thousandths. If there is a whole number and a decimal, read the number to the left of the decimal point as any whole number would be read, say "and" at the decimal point, read the decimal part as stated above.
c. Rounding decimals	The following exercise can be used as an introductory lesson or as an application for rounding decimals: Present the student with two or three similar price lists. Ask him to estimate the cost to the nearest dime, dollar, etc., depending on the prices being used. Compare the estimates; then have the actual values found and compared.
3. Changing to equivalent forms	Using visual illustrations on overhead projectors, flannelboards, etc., is very helpful for reinforcing these concepts.
a. Changing proper and improper fractions to equivalent fractions in:	Establish one as the identity element of multiplication. How can one be written in fractional form? ($\frac{1}{1}$, $\frac{2}{2}$, $\frac{3}{3}$, etc.)
(1) Higher terms	Multiply both numerator and denominator by the same number. This is the same as multiplying by one.
(2) Lower terms	Divide both numerator and denominator by the same number. (Dividing by one)

TOPICS	TEACHING TECHNIQUES
b. Changing improper fractions to mixed numbers	Remind students of relationship of improper fraction's value to the number one. Explain the role of the fraction line - means divided by. (Numerator divided by denominator) Write the fraction as the sum of as many fractions equal to one plus any proper fractions which may be left over. Example: $\frac{11}{4} = \frac{4}{4} + \frac{4}{4} + \frac{3}{4}$ $\frac{8}{2} = \frac{2}{2} + \frac{2}{2} + \frac{2}{2} + \frac{2}{2}$ The fractions equal to one can be changed to ones, counted, and replaced by the appropriate whole numbers. $\frac{4}{4} + \frac{4}{4} + \frac{3}{4} = 1 + 1 + \frac{3}{4} = 2\frac{3}{4}$ $\frac{2}{2} + \frac{2}{2} + \frac{2}{2} + \frac{2}{2} = 1 + 1 + 1 + 1 = 4$
c. Changing mixed numbers to improper fractions	Do the reverse of the above: $3\frac{3}{5} = 1 + 1 + 1 + \frac{3}{5}$ $= \frac{5}{5} + \frac{5}{5} + \frac{5}{5} + \frac{3}{5} = \frac{18}{5}$ Students may have already learned the simplified method or may be able to develop it themselves after working with this conversion. (Simplified method: denominator times whole number plus numerator = numerator of improper fraction. The denominator is the same as that of the original fraction.) Use money to illustrate. Ask student to change six and a half dollars into only half dollars. How many halves would you need? (This can also be done using quarters.)
d. Regrouping a whole number or a mixed number	This conversion will be necessary when trying to do certain subtraction examples. Examples: $16 = 15 + 1 = 15 + \frac{3}{3} = 15\frac{3}{3}$ $25\frac{1}{3} = 24 + 1 + \frac{1}{3} = 24 + \frac{3}{3} + \frac{1}{3} = 25\frac{4}{3}$
e. Changing decimals to common fractions	Translate the "unwritten" denominator of a decimal to the written denominator of a common fraction. Then reduce if possible. Example: $.75 = \frac{75}{100} = \frac{3}{4}$ $.8 = \frac{8}{10} = \frac{4}{5}$ Encourage the students to memorize the most commonly used equivalent forms.
f. Changing common fractions to decimal fractions	
(1) Common fractions with exact decimal forms	Change the fraction to an equivalent fraction with a denominator of 10, 100, 1000, etc. These fractions with written denominators, the same as the unwritten denominators associated with decimal places, should easily be changed to the decimal form. Example: $\frac{2}{5} = \frac{4}{10} = .4$ $\frac{7}{8} = \frac{875}{1000} = .875$

TOPICS	TEACHING TECHNIQUES
	Division method: This method would have to be preceded by some work with dividing a decimal by a whole number. Make sure the student realizes that in a whole number the decimal point follows the number. Divide numerator by denominator. Example: $\frac{2}{5} = 5\overline{)2.0}^{\,.4}$
(2) Common fractions without exact decimal forms	A common fraction does not have an exact decimal equivalent if when expressed as an equivalent fraction in lowest terms its denominator contains a prime factor other than 2 or 5. Use the division method described above. Carry out to the necessary number of decimal places. Either round the quotient or write the remainder as a common fraction.
4. Computing with fractions	
a. Computing with common fractions	Use visual or manipulative devices whenever possible. Finding perimeter, area, and volume were included under computation of whole numbers. Extend this application to include dimensions which are fractions and decimals.
(1) Addition and subtraction	Exercises in measurement with a ruler can help students visualize addition and subtraction of common fractions.
a. Like fractions	Illustrate why only numerators are added.
b. Unlike fractions	Stress the importance of having like things. Review finding least common multiple. Review changing fractions to equivalent fractions.
c. Mixed numbers	Remind students of need for like fractions. Review the regrouping process involved in some of these subtraction examples.
(2) Multiplication	Use of diagrams to illustrate: Example: $\frac{1}{3} \times \frac{1}{2} =$  $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{3}$ $\frac{1}{3}$ $= \frac{1}{6}$
a. Whole number by fraction	Be sure student understands how to change whole number to fraction. (Use 1 as its denominator.)
b. Whole number by mixed number	First, change both to improper fractions.
c. Fraction by fraction	Simply: $\frac{\text{numerator x numerator}}{\text{denominator x denominator}}$

TOPICS	TEACHING TECHNIQUES
	Reducing before multiplying, if possible, to simplify work. Have students use this only if they can understand it. Look for a numerator and a denominator with a common factor. Divide each of these by the common factor. This can be repeated until all common factors have been removed.
d. Mixed number by fraction	Change mixed number to improper fraction and multiply as above.
e. Mixed number by mixed number	Change both to improper fractions and multiply as above.
(3) Division	Use diagrams to show need for inverting divisor to find correct quotient. Example: $6 \div \frac{1}{2}$ (How many $\frac{1}{2}$'s are contained in 6 whole things?) Convert all whole numbers and mixed numbers to improper fractions as in multiplication of fractions.
a. Fraction by whole numbers	Examples: $\frac{\frac{1}{2}}{2} = \frac{1}{4}$; $\frac{\frac{2}{3}}{3} = \frac{2}{9}$; $\frac{\frac{1}{5}}{5} = \frac{1}{25}$
b. Whole numbers by fraction	Examples: $\frac{2}{\frac{1}{2}} = 4$; $\frac{3}{\frac{2}{3}} = \frac{9}{2}$; $\frac{5}{\frac{1}{5}} = 25$
c. Fraction by fraction	Examples: $\frac{\frac{1}{2}}{\frac{1}{4}} = 2$; $\frac{\frac{1}{3}}{\frac{1}{5}} = \frac{5}{3}$; $\frac{\frac{1}{7}}{\frac{1}{8}} = \frac{8}{7}$
d. Fraction by mixed number	Examples: $\frac{\frac{1}{2}}{1\frac{1}{2}} = \frac{\frac{1}{2}}{\frac{3}{2}} = \frac{2}{6} = \frac{1}{3}$; $\frac{\frac{3}{8}}{6\frac{3}{4}} = \frac{\frac{3}{8}}{\frac{27}{4}} = \frac{12}{216} = \frac{1}{18}$
e. Mixed number by fraction	Examples: $\frac{1\frac{1}{2}}{\frac{1}{2}} = \frac{\frac{3}{2}}{\frac{1}{2}} = \frac{6}{2} = 3$; $\frac{2\frac{1}{3}}{\frac{2}{5}} = \frac{\frac{7}{3}}{\frac{2}{5}} = \frac{35}{6}$
f. Mixed number by mixed number	Examples: $\frac{1\frac{1}{2}}{2\frac{1}{3}} = \frac{\frac{3}{2}}{\frac{7}{3}} = \frac{9}{14}$; $\frac{2\frac{1}{5}}{1\frac{1}{8}} = \frac{\frac{11}{5}}{\frac{9}{8}} = \frac{88}{45}$
b. Computing with decimal fractions	NOTE: There are many opportunities to apply computation of decimals to situations in everyday life. Examples are mileage, paychecks, income tax, and checking accounts. See Section I.
(1) Addition and subtraction	Lining up decimal points can assure adding or subtracting like things. Zeros may be used to facilitate column arrangments. These are especially helpful in subtraction. Example: 7.2 / -5.19 (Students sometimes forget to subtract the 9.) Review regrouping or carrying from one side of the decimal point to the other
(2) Multiplication	To help students understand the placement of the decimal point, have them think in terms of the unwritten denominators. Example: Think of .2 x .04 as $\frac{2}{10} \times \frac{4}{100}$. The denominator would be 1000. To have an unwritten denominator of 1000, there must be three places to the right of the decimal point.

TOPICS	TEACHING TECHNIQUES
	Multiply the numbers as if they were whole numbers. Then locate the decimal point.
(3) Division	Divisor must be changed to a whole number. Whatever is done to change the divisor to a whole number (moving the decimal point to the right) must also be done to the dividend. Compare this to changing a common fraction to an equivalent fraction (multiplying both numerator and denominator by the same number). Include practice in annexing zeros to the dividend.
a. Decimal by whole number	
b. Whole number by decimal	
c. Decimal by decimal	
5. Ratios	
a. Understanding the meaning of ratio	A ratio is a fraction used to compare two numbers by division.
b. Writing ratios	Three to four, $\frac{3}{4}$, 3:4
	Changing to equivalent ratios is the same as changing the form of a common fraction.
6. Computing proportions	Working with simple proportions will provide another technique to use in changing measurements and in work with percents.
a. Understanding the meaning of proportions	A proportion is an equality of two ratios.
b. Solving problems	Write a number of proportions on the board. Guide the student into discovering that the cross products are equal. Work with proportions that have a missing term which should be obvious to the student. Example: $\frac{3}{4} = \frac{x}{8}$ Use these to establish the steps of finding the value of x. Find cross products: $4 \cdot x = 3 \cdot 8$ Simplify $4x = 24$ Find 1x: $\frac{4x}{4} = \frac{24}{4}$ or $\frac{1}{4} \cdot 4x = 24 \cdot \frac{1}{4}$ Simplify: $x = 6$
C. Percents	Be sure to include applications from Section I along with this section; e.g., figuring discounts, taxes, budgeting, interest, amount to tip, etc.
1. Understanding the meaning of percents	The word "percent" and the symbol % both mean "hundredths." They are used instead of a decimal point or a denominator. Emphasize how percent means "hundredths." Percents can be thought of as another kind of fraction. They are different from common and decimal fractions because percents are *always* a certain number of hundredths.

TOPICS

TEACHING TECHNIQUES

Use paper marked off in 100 squares to help in developing an understanding of percents.

2. Changing forms

a. Changing common fractions to percents

If the denominator of the fraction can be easily changed to 100 (if it is a factor or multiple of 100), change the given fraction to an equivalent fraction in hundredths. Example: $\frac{3}{4} = \frac{75}{100}$ $\frac{4}{5} = \frac{80}{100}$. Then, since percent means hundredths, the number of hundredths should also give the number of percent. Therefore, $\frac{3}{4} = \frac{75}{100} = 75\%$, $\frac{4}{5} = \frac{80}{100} = 80\%$.

Division method: This method can be used to change any fraction to a percent. Make use of the idea that in a fraction, we can divide the numerator by the denominator. Carry the divisions only two decimal places (hundredths place). If there is a remainder, write it as a common fraction after the decimal.

Example: $\frac{5}{16} = 16\overline{)5.00}$ giving $.31\frac{4}{16} = 31\frac{4}{16}\% = 31\frac{1}{4}\%$

$$\begin{array}{r} .31 \\ 16\overline{)5.00} \\ \underline{4\,8} \\ 20 \\ \underline{16} \\ 4 \end{array}$$

Proportion method: Let the variable represent the number of hundredths. It can then indicate the number of percent.

Example: $\frac{3}{4} = \frac{x}{100}$ $\quad\quad$ $\frac{7}{8} = \frac{x}{100}$

$4x = 300$ $\quad\quad$ $8x = 700$

$x = 75$ $\quad\quad$ $x = 87\frac{1}{2}$ $\quad$ Therefore: $\frac{3}{4} = 75\%$, $\frac{7}{8} = 87\frac{1}{2}\%$

b. Changing decimal fractions to percents

If the decimal is a number of hundredths, it can be changed directly to a percent. Examples: .09 = 9%, .25 = 25%.

If it is not a decimal expressed in hundredths, write it first as a common fraction. Since the denominators can all be changed to 100 by multiplying or dividing by 10, 100, 1000, etc., change the fraction to an equivalent one in hundredths by using the appropriate operation. Example: $.4 = \frac{4}{10}$

$$\frac{4}{10} \times \frac{10}{10} = \frac{40}{100} = 40\%$$

Some students may be able to use ending zeros: .4 = .40 = 40%. Put the decimal point after hundredths place to find number of percent: .375 = 37.5%.

c. Changing percent to common fraction

Write the number of percent as the number of hundredths (fractional form). Then reduce.

Example: $3\% = \frac{3}{100}$ $\quad\quad$ $12\frac{1}{2}\% = \frac{12\frac{1}{2}}{100} = 12\frac{1}{2} \div 100 = \frac{\overset{1}{\cancel{25}}}{2} \times \frac{1}{\underset{4}{\cancel{100}}} = \frac{1}{8}$

$25\% = \frac{25}{100} = \frac{1}{4}$

d. Changing percent to decimal fraction

Think of percent in fraction form (in hundredths). Divide by 100. (Use simplified method, if possible. Move decimal point two places to the left.)

$3\% = \frac{3}{100} = .03$ or $3\% = .03$

$12\frac{1}{2}\% = \frac{12\frac{1}{2}}{100} = .12\frac{1}{2}$ or $12\frac{1}{2}\% = .12\frac{1}{2}$

TOPICS	TEACHING TECHNIQUES
3. Working with the three cases of percent	Terms to translate: "of" = multiply or times
a. Finding a percent of a number	"percent" can be translated as "part of" (If you're asked to find a percent of a number, you are looking for a part of the number.)
b. Finding what percent one number is of another	Methods: 1. formula substitution $p = rb$ p = percentage r = rate b = base
c. Finding the whole when a percent is given	2. proportions $\frac{\text{part}}{\text{whole}} = \frac{\text{no. of }\%}{100}$
D. Geometry	
1. Identifying common figures	Take a picture of a local scene,and have students identify the geometric figures they know.
a. Recognizing plane figures	Relate shapes to their use in traffic signs. See: *Getting Along Series*, Vol. 1, pp. 45-52.
b. Recognizing solid figures	For use as individual reading,see *Taking Shapes, Lines and Letters*.
E. Measurement	As enrichment for able students, have available five-part series on the science of measurement from *Science World* (magazine), Vol. 17, Nos. 1-5.
1. Using common units found in everyday situations	The most commonly used relationships should be memorized. Students should be made aware of sources to find those they do not know.
a. Using linear measurements	Have instruments, containers, etc., available for students to experiment with and test relationships among units.
b. Using dry measurements	Work with the abbreviations for these units. Matching exercises, identifying them in ads, newspaper articles, etc.
c. Using liquid measurements	
d. Using time measurements	
e. Using weight measurements	
f. Using temperature measurements	

TOPICS	TEACHING TECHNIQUES
2. Converting measures given in one unit to another unit	Use proportion idea: Example: 5 ft. = _____in. One ratio in the proportion is set up from the definition involving the two units being used. The other ratio must be set up in the same order, filling in the given measure and a variable to represent the missing number. $\frac{1}{12} = \frac{5}{x}$ See: *Getting Along Series*, Vol. 1, pp. 14-19.
3. Computing with denominate numbers	Denominate numbers - those with a specific unit.
a. Adding and subtracting	Reminder - addition and subtraction require combining only *like* things. How is regrouping or carrying different from that used with just numbers? How can the answer be simplified?
b. Multiplying and dividing	Point out that you are working with the number of the unit, so rules already learned still apply.
4. Using measuring instruments	
a. Using the ruler	This could be introduced at the time an understanding of fractions is being established. See: *Getting Along Series*, Vol. 1, pp. 14, 15, 52, 53.
b. Using the protractor	Use of clear plastic protractors on an overhead projector is very helpful when demonstrating the use of a protractor to a group of students. Along with measuring angles, develop an understanding of the basic types of angles: acute, right, obtuse, straight, reflex, and 360°.
c. Using the compass	Students should be encouraged to develop a few basic constructions.
5. Computed measurement	See Section I (C3) for exercises which could be used as an application of these computed measurements.
a. Finding perimeter	Perimeter means distance around a figure. Find perimeter of three- and four-sided figures. (Have students develop method.)
b. Finding circumference	Develop meaning of "pi."
c. Finding area	Why are square units needed? Find area of triangle, parallelogram, rectangle, square, circle.
d. Finding volume	What is the meaning of volume? What units are needed? Why?

TOPICS	TEACHING TECHNIQUES
F. Additional topics 1. Reading tables and graphs 2. Reading scale drawings 3. Different base systems 4. Metric system	These can be included at the discretion of the teacher, based on the student's ability, interest, and the amount of time available.

TEACHING MATERIALS

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Frankson, J. R. & Finkelstein, M. *Mathematics - a basic course.* Bronxville. Cambridge. 1962.

Herrick, Marian Cliffe. *Modern mathematics for achievement,* books 1-8. Boston. Houghton. 1966.

Hunter, W. F. & LaFollette, P. *The learning skills series: arithmetic.* New York. McGraw. 1969.

Mooney, Thomas J. *Getting along series of skills*; workbooks I-V. Phoenix. Frank E. Richards. 1963.

Stein, Edwin I. *Fundamentals of mathematics.* Boston. Allyn. New York. 1959.

Wallace, Mary C. *Figure it out*; books 1 and 2. Chicago. Follett. 1965.

PREPARED DITTOS

Hayes mastery arithmetic drills and tests. Wilkinsburg. Hayes School Publishing Co. 1963.

Learning new skills in arithmetic. Elizabethtown. Continental Press.

PAMPHLET

Bureau of Elementary Curriculum Development. New York State Education Department. Albany, N.Y. 12224. *Operations with fractions.* (No. 3 of a series of informational pamphlets about elementary school mathematics) 1965.

CURRICULUM FOR HEALTH EDUCATION

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SECTION I - SMOKING AND HEALTH

GENERAL TOPIC

What conclusions can be reached through research and discussion concerning smoking and health?

TEACHING OBJECTIVES

- To explore physiological effects of smoking on the human body
- To weigh the psychological advantages and disadvantages of smoking
- To investigate and evaluate the results of research that has been conducted about smoking hazards and rehabilitation
- To assist students to make intelligent decisions regarding their personal use of tobacco

STUDENT UNDERSTANDINGS

- Smoking has a proven detrimental effect on the body.
- The disadvantages of smoking outweigh the advantages.
- The amount of money an individual must spend to support his smoking habit is steadily increasing.
- People can be influenced to stop smoking by the results of current research.

CONTENT

- What are the reasons people offer for smoking?
- What is the relationship of smoking to physical health?
- What are the harmful effects of smoking?
- Have physical and chemical changes in manufactured tobacco products made smoking safer?
- How much smoking is considered "safe"?
- What research has been conducted to help reduce the smoking problem?

TEACHING METHODOLOGY

Direct the class to prepare questions on smoking and its effects on health that they would like a physician to answer. For example:

- How did smoking originate?
- Why is a potentially dangerous substance (nicotine in tobacco) used for smoking?
- Why doesn't the government outlaw cigarettes?
- If smoking is so dangerous, why do people smoke?
- What does the term "smoking habit" mean?
- How long will I live if I smoke?
- Is there a "safe" cigarette?
- What is lung cancer, and how do you realize you have it?
- How is heart disease related to smoking?

Invite a local physician to speak to the class about the effects of smoking on the body and the mind. (See Inschool Speakers, Appendix B, p. 305.) Encourage each student to have questions prepared to ask the speaker.

Roswell Park Memorial Center, one of the leaders in the study of smoking-related diseases and in developing the "safe" cigarette, has available many suggestions and materials that the teacher may use.

To emphasize the effects that smoking has on the human body and to reinforce the physician's remarks, obtain the film *This is Your Lung* from the Roswell Park Memorial Institute, 666 Elm Street, Buffalo, New York 14203. Free.

The above film could be used prior to the question-and-answer period with the physician in order to present dramatically to the students the dangers of smoking.

Conduct a survey of smoking habits within the class. This questionnaire should be student directed and made possible through the cooperative efforts of the class. A suggested list of questions that may be included in the questionnaire follows:

- Do you smoke? Why?
- When did you begin smoking?
- What prompted you to begin?
- Why do you smoke now?
- How much do you smoke per day?
- What does it cost you to smoke per day? week? year?
- Are you concerned about the relationship between smoking and related diseases (lung cancer, heart disease, emphysema)?
- What would convince you to stop smoking?
- Would you recommend smoking to a nonsmoker? Why?

Collect the reactions to the questionnaire, and appoint a committee from the class to summarize the data by answering the following questions.

- What is the percentage of smokers in class?
- What is the average age students began to smoke steadily?
- What are the reasons given for beginning to smoke?
- What are the reasons the smokers give for continuing to smoke?
- What are the reasons the nonsmokers give for not smoking?
- What is the average number of times each student smokes per day?
- What is the average cost for these smokes per day? week? year?
- What percentage of the class is concerned about its health and smoking?
- What factors are needed to convince one to stop smoking?
- How many smokers would recommend smoking to a nonsmoker?

The value of summarizing the results of this informal poll comes by having each student compare his answers with the conclusions found by the committee. This comparison shows each student how he rates with his classmates, but more importantly, it explains to the students the health-related reasons for not smoking.

Encourage the students who sincerely would like to stop smoking by pointing out that:

- To quit smoking is a tremendous challenge because it involves exercising strong will power.
- To stop abruptly and completely is the method recommended most by physicians.
- To contact the local antismoking clinic in the telephone directory and attend its meetings has a beneficial psychological effect.
- To ask your family physician for helpful medicine may make it easier to quit smoking.
- To keep yourself busy with work or play, especially during the time period you normally smoke, will help take your mind from the problem.

Since the health problem of smoking is so serious, especially among young people, suggest to the students that they organize an antismoking club within the class. Following the unit on *Smoking and Health*, they may be permitted time for short, regular meetings during class (15 minutes duration) each week to discuss their personal progress in quitting the habit and to hold discussions on related topics, such as:

- How much money has been saved since you stopped smoking? (Have each student add his savings and compare with one another.)
- What do statistics indicate are your chances for a healthier life now that you have stopped smoking? (See Teaching Materials for references containing pertinent statistics.)
- What other habits (gum chewing, enjoying extra snacks, drinking more) have you developed to replace the smoking habit? (General discussion by each individual.)
- What can you do to discourage other young people from smoking? (This may motivate your students to develop a form of responsibility, especially if they have younger brothers and sisters.)

- Obtain the film, *Point of View*, referred to in Teaching Materials. (This is designed to keep the motivation high for not smoking.)

To increase motivation within the club, have the students make a bar graph which can be posted on the bulletin board. (See Use of Bulletin Boards, Appendix A, p. 304.) Each day the student should fill in the total number of smokes he had the previous day on his bar of the graph. The personal progress that a student makes compared to that of his classmates is shown graphically and may encourage him to moderate his smoking or quit altogether. Remind the students that the best score is the lowest score. The ultimate goal is to quit smoking entirely within the specified time limit established by the club.

A representative from the County Unit Office of the American Cancer Society will be glad to help arrange a program suited to your group (film, speaker, and literature). All programs are free of charge as a part of the organization's contribution to education. (See Inschool Speakers, Appendix B, p. 305.)

One of its suggested films, *A Breath of Air*, strives to point out the disadvantages of smoking and appeals to young people to use common sense and logical judgment concerning smoking. Prior to viewing the film, ask the students these questions:

- From your knowledge of smoking and health, do you think people *should* smoke? Why?
- Does knowing that smoking may cause health-related diseases influence one's decision to smoke? Why?
- Does knowing that tobacco is becoming more expensive influence your decision to smoke or not? Why?
- If the decision to smoke is totally one's own, why then do people still smoke?

Discuss these questions, view the film, and then repeat the questions again to determine if attitudes were influenced and to what extent the film was effective for the students.

A very personal method of affecting students would be to ask a confirmed smoker-turned-nonsmoker to speak to the class. (See Inschool Speakers, Appendix B, p. 305.) This person may be a well-qualified friend of a speaker from the local Cancer Society. He should elaborate on many personal topics, such as:

- What are the physical effects of quitting?
- How long does it take to recover from withdrawal problems?
- Did you gain weight after quitting?
- How much help do you need from others while quitting?
- Do you ever expect to smoke again? Why?

In addition, prior to the speaker's visit, solicit any questions from the class that they feel are important for them to know from a person who has successfully quit the smoking habit.

To summarize the speech and possibly the unit on *Smoking and Health*, the teacher might point out:

Considering all the advantages and disadvantages of smoking taken from all the research findings that have been published, it seems to point toward only one conclusion—do not smoke.

TEACHING MATERIALS

BOOKS

Fletcher, C. & others. *Common sense about smoking.* Baltimore. Penguin. 1963.

Neuberger, U.S. Senator Maurine. *Smoke screen: tobacco and the public health.* Englewood Cliffs, N.J. Prentice-Hall. 1963.

Shryock, Harold, M.D. *Mind if I smoke?* San Luis Obispo, Calif. Pacific Press. 1963.

Superintendent of Documents. *Smoking and health.* Washington. The Superintendent. Monthly.

PAMPHLETS

American Association for Health, Physical Education and Recreation. National Education Association. Publication Sales. 1201 16th St., N.W., Washington, D.C. 20036.
Cigarettes and the schools.
Smoking: the school's responsibility.

American Dental Association. Order Section. 221 East Chicago Ave., Chicago, Ill. 60611.
Smoking and oral cancer.

American Heart Association. 48 E. 23rd St., New York, N.Y. 10010.
What to tell your parents about smoking.

American Medical Association. 535 Dearborn St., Chicago, Ill. 60610.
Smoking: facts you should know.
Your teenager and smoking.

Cigarette Cancer Committee. Roswell Park Memorial Institute. 666 Elm St., Buffalo, N.Y. 14203.
Curriculum on smoking and health.
Educational materials on smoking.
Health hazards of smoking.

National Congress of Parents and local or state chapter.
His first cigarette may be a matter of life and death. Free.

New York State Interagency Committee on Hazards of Smoking. Alfred E. Smith Office Building, Albany, New York 12224.
Smoking hazards, educational material available in New York State.

Public Affairs Pamphlets. 381 Park Ave. South, New York, N.Y. 10016.
Cigarettes and health. Public Affairs Pamphlet No. 220 A.

Supervisor of Health Education. Superintendent of Public Instruction. State Office Building. Springfield, Ill. 61106.
Smoking and health.

Tri-Agency Educational Council. c/o Stark County Tuberculosis and Health Assoc. 1300 Ferndale Rd., N.W., Canton, Ohio 44109.
Special Kit of Stark County Tri-Agency Educational Council.
Instructional materials for education about smoking and health.

U.S. Department of Health, Education and Welfare. Public Health Service. 1968. 4040 N. Fairfax Drive. Arlington, Va. 22203.
Cancer of the lung.
Facts about smoking and health.
Smoking and health experiments, demonstrations, and exhibits.
Smoking and illness.

U.S. Social and Rehabilitation Service. Children's Bureau. Department of Health, Education, and Welfare. Washington, D.C. 20201.
No smoking. Kit of 5 pamphlets. Free.

FILMS

Breaking the habit. ACB. 1965. 6 min. sd. color. F-NYSDH, RPM.
A satire in which two adults describe how they were able to stop smoking - almost.

Getting through. DUART. 1967. 22 min. sd. b & w. F-NYSDH.
Features Burt Lancaster discussing attitudes and the Surgeon General's Report on Smoking and Health.

Smoking and lung cancer. ANDSON. 1964. 28 min. sd. b & w. F-NYSDH.
Shows a lung operation. It stimulates the viewers to consider seriously the hazards of smoking.

Smoking and you. CFI. 1964. 15 min. sd. color. F-NYSDH, RPM.
This British-made film takes a no-holds-barred look at smoking and its effects on the lungs, the bronchi, and life expectancy.

Time pulls the trigger. BYU. 1960. 25 min. sd. color. b & w. F-RPM.
Factual, with some emotional content, partly animated. Shows the relationship between smoking, lung cancer, heart disease, and other related causes of death.

The time to stop is now. ACS. 4 1/2 min. color. F-NYSDH, RPM.
This hard hitting film presents evidence of the relationship of smoking causes and notes the benefits that accrue to the individual that stops smoking.

Too tough to care. SDA. 1964. 18 min. sd. color. F-NYSDH, RPM.
A satire to deglamorize cigarette advertising. A fictitious tobacco company is shown trying to find an advertising theme which will drive young people to smoking.

Up in smoke. BYU. 1960. 23 min. sd. color. F-RPM.
A satire on tobacco advertising. This film is designed to deglamorize and debunk cigarette advertising.

Who me? ACS. 14 min. sd. color. F-RPM.
Concerns the dangers of smoking, with particular emphasis on the role parents play in influencing their children's habits. Available also in Spanish.

CHARTS

Best tip yet, don't start. ACS. 9"x12". F-ACS.
Congress has acted. ACS. 9"x12". F-ACS.
If you figure it's too late to quit. ACS. 12"x16". F-ACS.
Is cancer any reason to give up cigarettes? ACS. 9"x12". F-ACS.
We'll miss 'ya, baby. ACS. 9"x12". F-ACS.
Don't start, be smart, save your heart. AMHA. 8 1/2"x11" or 11"x14". F-AMHA.
Like father, like son. AMHA. 11"x14". color. F-AMHA.
They quit smoking. AMHA. 11"x14". color. F-AMHA.
This chimp is no chump. AMHA. 11"x14". color. F-AMHA.
Who's afraid of a cigarette? AMHA. 11"x14". color. F-AMHA.
Why risk heart disease? - don't smoke. AMHA. 8 1/2"x11" or 11"x14". AMHA.
Cigarettes shorten lives. NTB.
U.S. Government warns. NTB.

SECTION II - NARCOTICS AND DANGEROUS DRUGS

GENERAL TOPIC

What positive and/or negative uses do drugs provide today? What guidelines have been established to control the misuse of drugs?

TEACHING OBJECTIVES

- To help the students understand how drugs are useful in treating a variety of physiological and psychological disorders when used as directed by a physician
- To help the students develop an understanding of how drug misuse and abuse can lead to the physiological and/or psychological deterioration of the individual
- To help the students recognize the proper place of drugs in their lives

  *Note—It is important to present the facts about drug abuse and its related problems in such a way that the participants will make their own decisions about the place of drugs in their lives. The instructor should be most careful not to attempt making the choice for them.

STUDENT UNDERSTANDINGS

- Excessive use of drugs may produce physiological or psychological dependence.
- Drugs for self-medication should be chosen with care and used only for minor illnesses of short duration.
- Drugs should be used only with medical approval.
- Use of illegal drugs can be controlled best if people obey the laws and support law enforcement agencies.
- Facilities for treatment are available to help the drug-oriented person.
- Prescription drugs should be used as directed by a physician and only by the person for whom they are prescribed.

CONTENT

- What are some helpful uses for drugs in the field of physical health? Mental health?
- What is meant by drug use? Abuse?
- What are the effects of narcotic drugs on a person's physical and mental health?
- What is being done to discourage people from abusing drugs?
- What techniques are available for helping the person influenced by drugs?

TEACHING METHODOLOGY

Call the local city or county police department, and request a visit to its Narcotics Bureau. (See Field Trips, Appendix B, p. 307.) Assign each student to collect newspaper clippings from the local paper to post in the classroom regarding drug violations. This should help stimulate interest in the visit.

Ask the students to find the answers to the following questions during the visit:

- What is the function of the Narcotics Bureau?
- What techniques are used to apprehend drug addicts?
- What techniques are used to prevent illegal drugs from being available?
- What drugs are commonly misused? At what cost to the individual?
- What are the laws governing narcotic drugs?
- What is done with people arrested for possession of illegal drugs?
- Locally, what is the drug problem?

- What types of people use narcotic drugs?

- What are the physical and mental reactions that one experiences under the influence of narcotic drugs?

- What types of treatment are available for "dope addicts," and where do they go for help?

- Can a person be cured once he has become a "dope addict"?

Ask for copies of *Narcotic Addiction, New York State's Total Approach* from your local Narcotics Bureau. This pamphlet points out the problem of narcotics in New York State today.

The knowledge gained, using local and statewide information, should be reviewed by the class after returning to the classroom from the Narcotics Bureau. To make their information more effective, ask the students to explain some terms learned from the combined sources:

Drug Habit
Drug Addiction
"Hooked"
LSD
Heroin
Marijuana
Barbiturates
Amphetamines
Pusher
Withdrawal Sickness
Narcotic Addiction Control Commission
Cost of Narcotic Drugs
Hallucinations
Treatment Centers
Types of Treatment

Divide the class into small interaction seminars of students for the purpose of investigating a problem related to the abuse of drugs. (See Appendix C, Small Seminar Groups, p. 309.) Each situation presented to a group should involve the students in some research in order to report to the class some conclusions or reactions they found when answering the question. Some may choose to do library research and others may visit a physician, hospital, or related health agency. Some problems for seminar investigation follow:

- Most of the serious drug problems exist in the heart of the major cities where there are too many people, too little money, and too few recreation facilities.
  - How does this statement compare with the local situation, and what suggestions can you find for improving the problem here?

- Young people are particularly vulnerable to influence by their peers. Usually teens are introduced to drugs by friends, not by "pushers." We know that gangs and often otherwise harmless social groups are the setting for the introduction of illegal drugs.
  - How are illegal drugs circulated locally, and what age group is affected the most?
  - What can the average citizen do to help reduce local drug traffic?

- Some people think that only the stupid and uneducated become dependent on drugs. The truth is that some drug abusers have above average intelligence and may be well educated.
  - What are the characteristics of people who become interested in using drugs, and what are some of their reasons for becoming involved?
  - From what social class does the average local drug user originate?

- Drug abusers seldom live successful lives by their own standards or anyone else's. Their only purpose becomes the search for enough drugs to keep "high" and to duck the agony of being suddenly deprived of drug support.
  - What usually happens to the drug abuser when he is deprived of his drug?
  - Where does he look for help, and what does he do?
  - What happens when the drug abuser is arrested and booked?
  - What are the steps in his treatment?

- To understand the attraction that drugs have, it is necessary to know something about their legitimate medical uses and their effects on the human body.
  - What are some drugs used for improving health that may be used to damage a human being?
  - How are these drugs used intelligently for good health and carelessly to endanger life?
  - How can a person know whether the drug he is using is safe?

Give each seminar group a limited time period (approximately 1 week) to find answers to their problem and organize their presentation. Prior to presenting their oral report, each group should read the problem to the class. Following each presentation, the class should engage in a general discussion of the problem presented and the presentation itself.

Invite a physician from the local neighborhood to visit the class and discuss the many benefits and/or dangers of certain drugs that are accessible to every consumer. (See Inschool Speakers, Appendix B, p. 305.)

Emphasize to the students that many drugs on the market are vital to our existence, and yet some can be dangerous to life when used improperly. Suggest that each student bring to class an empty container of nonprescriptive medicine (aspirin, buffers, cough medicine, antihistamines) so the guest speaker might discuss its uses and side effects. Also, ask the students to prepare questions about the medicines they use at home and how they might be dangerous. Some sample questions for the speaker might be:

- What drugs are both harmful and helpful to the individual?
- If a person follows the directions on the medicine container, are there ever any side effects?
- When can a person safely prescribe medicine for himself?
- Costs of medicine are skyrocketing! Are economy drugs as beneficial as more expensive ones? Why?

TEACHING MATERIALS

BOOKS

Agnew, Derek. *Undercover agent - narcotics.* New York. MacFadden Books. 1964.

Chein, Isidor & others. *The road to H.* New York. Basic Books. 1964.

Cohen, Sidney. *The drug dilemma.* New York. McGraw-Hill. 1969.

Houser, Norman. *Drugs: facts on their use and abuse.* Chicago. Scott, Foresman. 1969.

Louria, Donald. *Nightmare drugs.* New York. McGraw-Hill. 1966.

_____ *The drug scene.* New York. McGraw-Hill. 1968.

National Education Association. *Drug abuse: escape to nowhere.* Washington. The Association. 1967.

New York State Education Department. *Drug abuse: misuse and abuse of drugs.* Albany. The Department. 1967.

PAMPHLETS

Department of Mental Health, American Medical Association, 535 N. Dearborn St., Chicago, Ill. 60610.
The crutch that cripples.

National Association of Student Personnel Administrators, 110 Anderson Hall, University of Rochester, Rochester, N.Y. 14627.
Drug education project by Helen H. Howlis, Ph.D.
LSD - questions and answers.
Warning to parents.
Youth and narcotics.

Narcotic Addiction Control Commission, Executive Park South, Albany, N.Y. 12203.
Cool talk about hot drugs.
Why compulsory closed-ward treatment of narcotics addicts?
Patterns and profiles of addiction and drug abuse.
Problems of inpatient treatment of addiction.
The relapse rate in narcotic addiction: a critique of followup studies.
The marijuana decision.
Drug abuse: the empty life.
Questions and answers.

National School Public Relations Association. 1201 16th St., N.W., Washington, D.C. 20036.
Should teens smoke? drink? take drugs? 25¢.

Public Affairs Pamphlets, 381 Park Ave. South, New York, N.Y. 10016.
What about marijuana? 1969. Public Affairs Pamphlet #436. 25¢.
What we can do about drug abuse. Public Affairs Pamphlet #390. 25¢.

Science Research Associates, 259 East Erie St., Chicago, Ill. 60611.
Facts about narcotics and other dangerous drugs. 60¢.

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
Drug abuse problem. #FS 13.111:37. 1967. 5¢.
Drug side effects. #FS 13.122:4. 1965. 10¢.
Drugs of abuse. #FS 13.128/a:D842. 1967. 20¢.
LSD: the false illusion. #FS 12.128/aL959. 1967. 15¢.
Habit forming drugs. #FS 13.122:2. 1965. 10¢.
"HOOKED!" #FS 2.22:H76. 1967. 10¢.
Drug abuse: game without winners, a basic handbook for commanders. 1968. 50¢.
Living death: the truth about narcotic addiction. 1965. 5¢.
The use and misuse of drugs. FDA Pub. #46.
How safe are our drugs? FDA Pub. #44.
Drugs and your body. FDA Pub. #52.

PERIODICAL, GENERAL

The attack. New York State Narcotics Addiction Control Commission. Executive Park South, Albany, N.Y. 12203. Monthly. Free.

FILMS

Bridge from noplace. NIMH. 1968. 30 min. sd. color. F-BCBS. Jail cells are being replaced by hospital wards and friendly rehabilitation centers.

Criminal man. IU. 27 min. sd. b & w. F-NYSNC.
Intended for adult and professional audiences presenting the history of drug abuse and its relationship with crime. There is an examination of the pharmacology of often abused drugs.

Drugs and the nervous system. CF. 1967. 18 min. sd. color. F-NYSNC.
How drugs affect many different parts of the body by working indirectly on the nervous system. There is a comprehensive examination of drug substances.

Flowers of darkness. NIMH. 1968. 30 min. sd. color. F-BCBS.
The history and distribution of heroin is traced from the small farms in Turkey to the slums of Fun City.

Hooked. CF. 1965. 15 min. sd. b & w. F-NYSNC.
Experience of drug addiction told in the words of a group of young former addicts. As a shocking report from experience, it should have a sobering effect.

The losers. CAROUF. 1960. 30 min. sd. b & w. F-NYSDH, NYSNC.
Candid dialog of ex-addicts, startling shots of roof tops littered with tubes of glue, the police station, and morgue. Presents physical effects of addiction. Designed to discourage experimentation.

LSD-25. PA. 1967. 27 min. sd. color. F-NYSNC.
A discussion of the manufacture, use, hazards, and effects. Scenes of hippie pads, medical labs, and hospitals. Dialog with young people who have experienced trips.

Marijuana. 1968. 30 min. sd. color. F-NYSNC.
A film which attempts to counter the comments made by pro-marijuana groups, and tells it like it really is.

A movable scene. NIMH. 1968. 30 min. sd. color. F-BCBS.
Filmed in the streets and hippie joints of San Francisco, New Orleans, London, and Istanbul, the camera records the addict's initial exposure to marijuana and the graduation to other more dangerous drugs.

Narcotics-why not? CCA. 1965. 18 min. sd. color. b & w. F-NYSNC.
Presents interviews with narcotic addicts undergoing rehabilitation at a state hospital.

The seekers. SOLIN. 1967. 31 min. sd. color. F-NYSNC.
A documentary film about young people, about their search, and about drugs. The participants are young people, all former drug users.

TAPES

Dialog for our time: narcotic addiction. NYSNC. 16 reels. F-NYSNC.
Order no more than four tapes at one time. Of special interest:

Tape No. 2 - Interview with a teenager who began using drugs for "kicks" and peer group acceptance.

Tape No. 9 - Interview with a teenager from a slum who began using drugs because it was a way of life in his community.

Tape No. 12 - Interview with a drug user who began because he thought it was the thing to do.

Tape No. 13 - Interview with a user who wanted to be different from the rest of his group.

SPEAKERS

The following organizations are able to supply speakers who are prepared to talk on many of the problems of drug use, misuse, and abuse.

The New York State Narcotic Addiction Control Commission, Albany.
The New York State Police.
Medical staff members at any local hospitals.

SOURCES OF ADDITIONAL TEACHING MATERIALS

Bureau of Health Education
New York State Education Department
Albany, N.Y. 12224

DCA Educational Products, Inc.
4865 Stanton Ave.
Philadelphia, Pa. 19144

Food and Drug Administration
U.S. Department of Health, Education and Welfare
Washington, D.C. 20402

Narcotic Education Foundation of America
5055 Sunset Blvd.
Los Angeles, Calif. 90027

National Association for Prevention of Addiction to Narcotics
250 West 57th St.
New York, N.Y. 10019

National Coordinating Council on Drug Abuse Education and Information
2215 Constitution Ave., N.W.
Washington, D.C. 20037

New York State Department of Health
84 Holland Ave.
Albany, N.Y. 12203

New York State Narcotic Addiction Control Commission
Executive Park South
Albany, N.Y. 12203

Robert J. Brady & Co.
130 Q St., N.E.
Washington, D.C. 20002

SECTION III - ALCOHOL

GENERAL TOPIC

What information is necessary in order for a person to approach realistically the problem of alcohol abuse in his life?

TEACHING OBJECTIVES

- To help students develop realistic attitudes about the use of alcohol in their lives
- To make students aware of the physiological and psychological factors resulting in alcohol abuse
- To develop in students an adequate conception of alcoholism and the problems it may cause an individual and those about him
- To help students become aware of various techniques in the rehabilitation and treatment of the alcohol-oriented person

STUDENT UNDERSTANDINGS

- The attitudes of people concerning alcohol are as varied as the nature of alcohol itself.
- Although use of alcohol is readily accepted in our society today, alcoholism ranks as the fourth largest health problem in the United States.
- The abuse of alcohol may result in many physical and emotional health problems, since alcohol in varying amounts may range from a sedative to a narcotic.
- Alcoholism is treated as a disease in specialized hospitals where alcoholics may seek help and advice.

CONTENT

- What are the different types of alcohol?
- What are the various uses of alcohol? (Ethyl alcohol? Methyl alcohol?)
- What are some primary reasons for drinking alcohol?
- Is there any benefit, physiologically, in the use of alcohol? What are the dangers to one's mental health when alcohol is abused?
- What are the stages an individual follows when using alcohol in increasing amounts?
- What is alcoholism, and how does it affect the individual in his community?
- How is alcoholism treated?
- What is Alcoholics Anonymous, and how does it function?
- What are Al-Anon (families of A.A. members) and Alateen (children of A.A. members), and how do they function?
- Are there some local rehabilitative centers that might be used for advice and treatment for heavy drinkers?

TEACHING METHODOLOGY

Write or call your local A.A. organization and arrange to have the class sit in at one or more of the organization's "open meetings." (See Field Trips, Appendix B, p. 307.) Prepare your students for the meeting by explaining some of the following guidelines a member of this organization must follow:

- Admit you have no control over your desire for alcohol and that drinking is destroying your life.
- Believe in God as you understand Him and turn your life over to Him.
- Make a firm commitment to change your life and to substitute good actions for bad actions, especially toward those whom you have harmed.
- By freely discussing your problem with other alcoholics, each of you can help the other.

Tell your students to be prepared to answer several questions about their visit when they return. Give the students a list of sample questions to discuss, such as these:

- What was the male-female ratio of the members?
- What seemed to be the ages of the members?
- What were the occupations of the members?
  - How many did not have a job?
  - How difficult is it for an alcoholic to find work?
- What part of the community do the members come from?
- Why did the members begin to drink?
- Why did they decide to join Alcoholics Anonymous?
- What message do they have for the moderate drinker?

At the next class session, discuss the answers to the questions. Attempt to point out that alcohol abuse is a universal problem, not restricted to any one race, sex, socioeconomic status, or age group.

At many open meetings of Alcoholics Anonymous, related organizations (Al-Anon and Alateen) are also represented since they serve to lend mutual support and encouragement to A.A. members. Discuss the various adjustment problems for the alcoholic, and how alcohol affects the body.

Invite a member of Al-Anon and Alateen to visit the class. (See Inschool Speakers, Appendix B, p. 305.) Answer some of the following questions during the discussion:

- What effect does drinking have on the family?
- Does the alcoholic influence others to drink?
- What habits does the alcoholic follow?
- How does a spouse, son, daughter help the alcoholic?
- What financial effect does drinking have on the family?
- What hope is there for the alcoholic within the family?

Obtain sufficient copies for your class of *Thinking About Drinking*, a pamphlet published by the U.S. Department of Health, Education, and Welfare - Public Health Service Publication #1683. The pamphlet discusses the alcohol abuse problem and its effect on the individual and his environment.

After the pamphlet has been read, organize a question-and-answer period using the "on-the-spot" technique. (See On-the-Spot Techniques, Appendix C, p. 311.) Select one student at random and ask him an open-ended question from the prepared material suggested below or from his classmates. Obtain his immediate reaction, not permitting him time to think over the question, and discuss this reaction with the group. Prepared questions and answers are found on pp. 6, 8, 9, 17, 19, 20 of the above pamphlet.

In the pamphlet is an excellent quiz with accompanying answers which should be utilized as an individualized learning experience. On pages 10-11 are general knowledge questions which ask the participant to separate alcoholic facts from myths. The true-false answers can be found on pp. 22-28 and *explained*, which gives the student insight into some truths concerning alcohol.

Arrange a vist to your local hospital's "drying out" ward to observe modern methods of rehabilitation and treatment used for the heavy drinker or alcoholic. Prepare students with a checklist of items the students are to observe. For example:

- What types of medicine are used in treating the patient?
- How long is a patient usually hospitalized?
  - Is there an outpatient clinic?
  - Are there referral agencies in the community where the patient goes for other types of treatment?
- What are the characteristics (case histories) of the patients?
- What is the step-by-step procedure for treating alcohol-oriented people?
- Why is an alcoholic never considered cured?

most of the answers to these questions can be made only by a qualified medical person. Specify in your request to the institution that a qualified person be available to answer students' questions.

To give the students insight into the many reasons people do drink alcohol, suggest that the class conduct a private survey of drinking habits in their local neighborhoods. Duplicate a form similar to the following for student interviewers to use.

STUDENT INFORMATION SHEET

SURVEY OF THE USE OF ALCOHOL IN THE COMMUNITY

Approach people you do not know! Say, "Hello, sir, my name is ______ ________, and I am conducting a survey for my health class in school. May I ask you four questions concerning your use of alcoholic beverages? This will be private information, and I will not use your name. I would appreciate your help."

APPROXIMATE AGE __________ SEX ____________

Do you use alcoholic beverages? (use means anything from one drink to several drinks.)

Yes___ (Why?) ______________________________

No ___ (Why?) ______________________________

What type of alcoholic beverages do you use? _____ Beer _____ Wine _____ Liquor

How often each week do you use alcoholic beverages? _____ Once a week _____ Twice a week _____ Three to six times a week _____ Everyday _____ Not at all

Where do you consume most of your alcoholic beverages? _____ Home _____ Public Tavern _____ Other

"Thank you for helping me with my survey."

When the surveys are completed, have the class tabulate the results to see what norms can be established. The survey and results should be used to show the students the variety of reactions that people have toward the use of alcoholic beverages. Ultimately, each student should recognize that, even though other people choose to use alcohol, his decision must be a personal one based upon all he has learned.

Invite a reformed alcoholic to present a true description of the various problems caused by alcohol abuse and some recommendations he would have for the students. (See Inschool Speakers, Appendix B, p. 305.) Ask the speaker to touch on the following points:

- Family background
- Educational experience
- Knowledge of the dangers of using alcohol
- Personal experiences
- Effect on his life
- Duration of alcoholism
- Decision to stop
- Methods of treatment

Help the students to prepare questions in advance. Encourage them to ask impromptu questions. The impact of this presentation might be used best as a conclusion to the unit.

TEACHING MATERIALS

PAMPHLETS

Alcoholics Anonymous, 337 East 33rd St., New York, N.Y. 10016.
Alcoholism and illness: a guide to 12 steps of A.A.
Tranquilizers, sedatives, and the alcoholic.
Young people and A.A.

American Medical Association Committee on Alcoholism and Drug Dependency, 535 N. Dearborn St., Chicago, Ill. 60610.
The illness called alcoholism. 1968. 20¢.

American Medical Association Committee on Medicolegal Problems, 535 N. Dearborn St., Chicago, Ill. 60610.
Test your A.Q. 1965. 5¢.

American Medical Association of Socio-economic Activities, 535 N. Dearborn St., Chicago, Ill. 60610.
How the teens set the stage for alcoholism. 10¢.

National Alcoholic Beverage Control Association, Inc., 5454 Wisconsin Ave., Washington, D.C. 20015.
It's best to know.

New York State Department of Mental Hygiene, 44 Holland Ave., Albany, N.Y. 12208.
New York State's alcoholism program.
The two faces of drinking.

Public Affairs Pamphlets, 381 Park Ave., South, New York, N.Y. 10016.
Alcoholics and alcoholism, by Harry Milt. Public Affairs Pamphlet #426. 25¢.
The health of the poor. 1969. Public Affairs Pamphlet #435.

Rutgers Center of Alcohol Studies, Publications Division, New Brunswick, N.J. 07108.
Alcohol, alcoholism, and crime. 25¢.
Alcohol and alcoholism. 50¢.
The definition of alcoholism. 50¢.
Discussion guide for questions about alcohol. 50¢.
Exploring alcohol questions. 50¢.
Facts about alcohol. 45¢.
How alcohol affects the body. 15¢.
Phases of alcohol addiction. 20¢.
Phases of alcohol education. 20¢.

School District of the City of Niagara Falls, Niagara Falls, N.Y. 14302.
Alcohol: Russian roulette in a bottle.

Science Research Associates, Inc., 259 East Erie St., Chicago, Ill. 60611.
Facts about alcohol, by R. G. McCarthy. 1967. Guidance Series booklets #5-842.

U.S. Department of Health, Education, and Welfare. Social and Rehabilitation Service. Public Health Service, Washington, D.C. 20014.
Alcohol and alcoholism. 50¢.
Thinking about drinking. Publication #1683. 20¢.

FILMS

Alcohol and the human body. EBE. 1949. 15 min. sd. b & w. F-NYSDH.
Photography and animated drawings show the problem drinker in various stages of intoxication and the effect on the human body.

For those who drink. CCLL. 37 min. sd. b & w. F-NYSDH.
The physical, psychological, and social aspects of drinking are discussed.

To your health. COLU. 1956. 10 min. sd. color. F-NYSDH.
This animated film explores answers to these questions: "What is alcohol?," "What causes drunkenness?," "Why do people drink anyway?"

What about drinking. YAF. 1954. 11 min. sd. b & w. F-NYSDH.
After an auto accident involving drinking, a group of teenagers discuss the problem, and at the end the audience is given the problem to discuss.

SECTION IV - VENEREAL DISEASE

GENERAL TOPIC

What physical, mental, social, and psychological problems result from promiscuous sexual behavior?

TEACHING OBJECTIVES

- To develop an awareness of the nature and effects of the principal forms of venereal diseases
- To provide direction for the prevention and control of venereal disease
- To establish guidelines for proper sexual behavior

STUDENT UNDERSTANDINGS

- Venereal diseases are curable.
- Venereal diseases, if untreated, will result in severe physical suffering.
- The number of victims of venereal disease, particularly gonorrhea, is increasing among teenagers and young adults.
- Anyone contracting a venereal disease should seek immediate medical attention.
- Sexual promiscuity can lead to the contraction of venereal diseases.

CONTENT

- What are the various types of venereal diseases and the symptoms of each?
- What are the results of infection with each of the various venereal diseases?
- What guidelines should an individual follow to avoid infection?
- What public health efforts and controls are effective in reducing the venereal disease problem?

TEACHING METHODOLOGY

Begin with an opening statement stressing the fact that every parent and young adult should know the scientific facts about venereal diseases in order to protect his own health, that of his family, and that of the community. As with many other germ-caused diseases, treatment and cure of syphilis and gonorrhea, the two principal venereal diseases in this country, are relatively simple. Only ignorance, feelings of shame and guilt, and a misplaced desire to protect others have prevented their virtual elimination. This is why informing the populace of the extreme hazards of experimentation with promiscuous sex practices is essential.

Obtain the filmstrip, *The Fight Against VD*, produced by the New York State Education Department, from your audiovisual director. (See Use of Commercial Films, Appendix A, p. 301.) Although intended for adult classes, the material presented is relevant and appropriate to a youth group. Read the teacher's manual carefully to make better use of the filmstrip and give special consideration to "Suggested Questions for Discussion," p. 4, to stimulate class discussion.

Caution your students that although the filmstrip seems female oriented, the basic disease effects are the same for males and still demand immediate treatment.

Help the students to gain some insight into the role of the male in the passage of venereal disease. Encourage the development of the type of positive hygienic sex practices which lead to mental, moral, and physical health. As an opening, read the following passages and ask for opinions and suggestions concerning guidelines for sexual behavior which might be learned from such a situation.

INTRODUCTION

Mankind is the reservoir of venereal disease, and both promiscuous men and women provide the breeding ground. The best method of avoiding the disease is abstention from promiscuity. This, it is clearly understood, demands quality of character, wisdom in selection of friends and acquaintances, and the capacity for self-discipline under conditions of emotional stress. In the final analysis, everyone must develop a strong, sound sense of values, and an ability to control himself. Granted, such control is often difficult; yet, most people manage. If one has failed in control, he must then know enough to seek medical help. Since venereal disease is curable, the path to recovery is clear. However, the emotional implications of being "caught" often loom as a serious health hazard.

CASE STUDY

Frank, on being told he had contracted syphilis, exclaimed bitterly: "It's always the girl who passes the disease on to men." He could not answer how he thought she had caught the disease in the first place. Perhaps he couldn't face the fact that she had to pick it up from a syphilitic male sexual partner. He probably was unaware of the fact that infection isn't passed solely between heterosexual partners and that possibly there might be some question as to other contacts he could have had. Male homosexuals account for a substantial amount of VD, and they have infected individuals who vacillate between male and female sexual partners. These men often infect their women partners and other homosexuals.

SAMPLE DISCUSSION QUESTIONS

- To whom should Frank go for help?
- Why does Frank react as he does?
- Is his girl friend in danger? Why?
- What will some of the physical results be if they don't get help?
- Could Frank have contracted the disease through homosexual relations? How?
- Is this a familiar story? Why?
- What is the magnitude of the VD problem?
- What do you think should be done to combat the VD problem? Personally? By the government?

Reproduce the following basic information sheet so that each student may have a reference.

STUDENT INFORMATION SHEET

VENEREAL DISEASES

- Types of Venereal Diseases
  - SYPHILIS
    - *Definition:* An infection by a tiny spiral germ which enters the body through a break in the skin or mucous membrane
    - *Symptoms:* Nervousness, fever, weight loss, sores or chancres, infection of the lymph glands
    - *Effects if untreated:* Attacks the brain, spinal cord, and heart valves; develops into general paralysis or syphilitic meningitis (inflammation of the lining of the brain and spinal cord); infects an unborn child
    - *Treatment:* Penicillin injection. The duration of treatment increases as the disease progresses.
    - *Tests for syphilis:* Wassermann (Many states refuse to issue marriage licenses to those whose tests show the presence of VD.)
  - GONORRHEA
    - *Definition:* An infection caused by a bacterium which affects the mucous membranes, especially of the sex organs and the eyes
    - *Symptoms:* Irritation begins externally and progresses internally - inflammation of the passage ways of the genital organs
    - *Effects if untreated:* Damage to the reproductive system, blindness (also to the newly born infant on contact with an infected mother), inflammation of the joints, heart damage, and inflammation of the lining of the abdomen
    - *Treatment:* Sulfa, penicillin
  - OTHER VENEREAL DISEASES: Other rarer types of VD are chancroid and lymphogranuloma

- Methods of Infections
  - PROMISCUITY
    - *Heterosexual contacts:* A female after contact with an infected male passes the disease to an uninfected male or an uninfected partner.
    - *Homosexual contacts:* An infected male passes the infection to an uninfected partner.

Invite a local physician active in the field of public health (the U.S. Public Health Service, City Public Health Service, or school physician) to visit the class to discuss the problems of venereal disease in society. (See Inschool Speakers, Appendix B, p. 305.) Prepare an outline of the materials he is expected to cover similar to the following:

- Types of venereal diseases
  - Prevalence
  - Symptoms
  - Effects

- Methods of contracting venereal germs
  - Promiscuity
  - Others

- Preventive measures
  - Methods of treatment
  - Treatment facilities

- Scope of the local problem
  - Age groups affected
  - Public efforts to combat diseases

Utilize student aid for developing an outline,and ask that they prepare questions similar to the following for the speaker to discuss at the conclusion of his presentation:

- Why concern ourselves about the health problems of others?

- Why hasn't a permanent vaccine been found to prevent VD?

- What are the social repercussions a VD patient must face?

- What guidelines should a person follow to prevent venereal infection?

- Why is venereal disease increasing in the "young" crowd?

- What steps should a person take when first afflicted?

Use the "on-the-spot" technique to involve students in the problems of VD. (See On-the-Spot Technique, Appendix C, p. 311.) Ask for a student to come to the front of the room to be "on the spot." Present a situation that requires a judgment by the student based on his experiences and/or knowledge. The following sample may be used. Care should be taken by the teacher not to make personal judgments but rather to lead the class toward a desired conclusion. Present the following situation to the class either orally or in writing or both:

You have a girl friend who recently noticed an infection on her body that would not heal. At first there was little concern and the open sore was easily camouflaged by a salve. The chancre disappeared in a few weeks but was quickly replaced by a general rash that covered the body. At first, it was mild and caused little discomfort. However, the rash began appearing in and around the mouth, secreting a colorless fluid. Other general symptoms of illness appeared before long and the girl became scared. What would you do?

The purpose of this strategy is to get the student and the class to reason out a wise and appropriate course of action. The teacher, using a Socratic approach, should ask the student why he would follow his proposed course of action, why he would not follow other obvious courses of action, etc. The teacher should encourage the students in the class to ask similar questions. (Once students get used to this strategy, they may ask nearly all pertinent questions of this type without the teacher's participation.)

The teacher may select the eager students who appear to have much to say or who represent divergent viewpoints to take over the "spot" in place of the student already there. Thus, three or four students may occupy the position with the class examining each of their positions in this situation.

Conduct other "on-the-spot" inquiries by slightly changing the above situations. This can be accomplished by substituting a "buddy," "brother," or "yourself" for the girl friend.

For an appropriate summary, obtain the film, *Her Name was Ellie, His Name was Lyle.* (See Use of Commercial Films, Appendix A, p. 301.) This film depicts the typical problems caused by venereal infection. Prior to the viewing of the film, inform the students that a general discussion will follow afterwards and that they should be prepared to ask questions related to the effects of VD and about the purposes of the movie. (See Discussion Groups, Appendix C, p. 309.)

SAMPLE DISCUSSION QUESTIONS

- What fears present themselves to a person infected with VD?
- Why isn't medical help sought immediately?
- What social reasons are there for fear of treatment?
- What impact does venereal disease have on society?
- What are the repercussions of "free and easy" sex relationships?
- What are the dangers of promiscuity?
- Can a pregnant woman who is infected pass the disease to her child?

Analyze the extent of the VD problem in the community, State, and Nation by having the students bring in newspaper and/or periodical articles about the incidence of VD, the dangers of VD, and the treatments for VD. Questions to research in these articles might include:

- How widespread is VD in our city, county, State, or Nation?
- What age group is most likely to contract VD?
- Why does VD spread when effective medical cures are available?
- What are some social fears that a person experiences when he discovers a VD infection?
- Why must treatment be sought immediately to effect a complete cure?
- What types of antibiotics are used in the treatment of VD?
- What preventive means are needed to eliminate this health hazard?

Have students make a survey of the extent of the VD problem in the locality. To do this, assign topics similar to the following either to individual students or to small teams of two or three. Students should prepare in advance the questions to be used during the interviews (see sample). A tape recorder can be used to record the interviews. (See Use of Audio-Tape Recordings, Appendix A, p. 302.)

Students should report on each topic to the class playing short excerpts of their tape-recorded interview to emphasize important points. Reports should be limited to 10 or 12 minutes each followed by a question-and-answer period. The teacher should judiciously limit his own participation, always striving for maximum student discussion.

- What is the extent of the VD problem locally? (Students should be directed to contact the local Board of Health and arrange for an interview with the health officer; see Out-of-School Interviews, Appendix B, p. 305.)
  - What section of the city has the highest incidence of VD?
  - How many cases of VD have been reported this year? Last year?
  - What agencies are working to control this problem? How?
  - How effective have methods of prevention been in reducing the incidence of VD?
  - What should a person do when he discovers an infected contact?
- What treatment facilities are available for victims of VD?

Suggest that this student group call or visit the local Medical Society office to obtain a reference for them to utilize in their investigation. This may be a local physician or possibly a head nurse in a hospital ward. Direct students to request from the source an opportunity to survey the facilities involved for treating VD. Have students record their reactions for later presentation in class. (See Survey Assignments, Appendix C, p. 308.) Some prepared questions the students might use in their survey include:

- Why do many people remain untreated when facilities are available?
- To what extent are the treatment centers used?
- Who administers treatment to the patients? (doctor, nurse, self-medication)
- What different types of treatment and procedures are utilized for the patients?
- What preventative measures are effective in combating VD?

Suggest that the students contact the local Department of Public Health and arrange to interview a venereal disease investigator who specializes in the prevention of VD. Students should be directed to ask prepared questions of the interviewee and record the answers on paper or through the use of the tape recorder. (See Use of Audio-Tape Recordings, Appendix A, p. 302.) Some suggested questions that the students use in conducting their interview follow:

- What characteristics are typical of the VD victim?
- What motivates most people to be promiscuous?
- What is the venereal disease investigator's function?
- How important is education in preventing VD?
- What problems are the greatest in identifying VD contacts?
- What are the most important roadblocks to eliminating VD?
- What tests are used to determine the presence of VD organisms?
- What social pressures surround the problem of VD?

Suggest that this student group contact the County Department of Health and arrange for an interview with a social worker who works within a locale that produces a high incidence of VD. Students should be directed to prepare questions for the interviewee that will help to distinguish the social problems surrounding VD. Student should request that this interview be taped for future use in the classroom. (See Use of Audio-Tape Recordings, Appendix A, p. 302.) Some suggested questions the students might ask during the interview are:

- What motivates a woman to be sexually promiscuous? A man?
- What fears are aroused with the initial awareness of VD?
- Does venereal disease inhibit or stop the victims from further sexual contacts?
- How does the "man in the street" view VD?
- Where do most VD contacts go for help? Why?
- What can be done to reduce promiscuous behavior?
- What effect does social pressure have on the incidence of VD?

TEACHING MATERIALS

BOOKS

Pike, J. A. *Teen-agers and sex.* Englewood Cliffs, N.J. Prentice-Hall. 1965.
Bishop Pike provides guidelines on this delicate and controversial subject.

Schneider, R. E. *The venereal diseases.* Boston. Allyn. 1968.
Prepared for use in health classes. Material on history, description, and treatment of the essential facts.

Shevlin, J. B. & Goldberg, I. H. *A programed unit on venereal disease.* Boston. Allyn. 1968.
The "scrambled" or intrinsic auto-instructional method offers concise treatment of the essential facts.

PAMPHLETS

American Social Hygiene Association, 1890 Broadway, New York, N.Y. 10019.
Can you answer this VD quiz?
The price of ignorance: drug abuse, venereal disease and you.
Some questions and answers about VD.

New York State Department of Health, 84 Holland Avenue, Albany, N.Y. 12208.
Strictly for teenagers.
What you should know about gonorrhea.
What you should know about syphilis.

New York State Education Department, Publications Distribution Unit, Albany, N.Y. 12224.
Unit lesson plans for VD education. 1968.

Public Affairs Pamphlets, 381 Park Avenue South, New York, N.Y. 10016. Brown, A. A. and Podair, S.

Venereal disease - a renewed challenge. Public Affairs Pamphlet No. 292A.

Venereal disease - old plague - new challenge. Public Affairs Pamphlet No. 292.

PERIODICALS

McBrown, P. "Human sexuality explored." *Science News.* 89:323. April 30, 1966.

Smart, M. S. "What you should know about homosexuality." *Parents Magazine.* 41:31. May 1966.

Silberman, Arlene. "What should I tell my son?" *Reader's Digest.* 88:103-6. May 1966.

FILMS

Dance little children. 1961. CPI. 25 min. sd. color. F-NYSDH.
Thought-provoking film about a syphilis outbreak in a typical American city.

Feeling all right. COLU. 30 min. sd. color. b & w. F-NYSDH.
An all-Negro cast depicts the serious consequences which may result from home treatment of VD. Scenes in a rapid treatment center are shown.

Her name was Ellie, his name was Lyle. LRO. 29 min. sd. b & w. R-DEROCH. F-NYSDH.
A straightforward dramatic presentation of the seriousness of contracting a VD infection.

The innocent party. CDC. 1959. 17 min. sd. color. F-NYSDH.
A simple sincere document of the nature, recognition, care, and control of syphilis.

A quarter million teenagers. CF. 1964. 16 min. sd. color. F-NYSDH.
Deals with physiological aspects of gonorrhea and syphilis. Using much animation, the film explains how the diseases are contracted, their progress in the body, and the need for treatment. There are both English and Spanish sound tracks.

A respectable neighborhood. USPHS. 1959. 25 min. sd. b & w. F-NYSDH.
Emphasizes harm done to young people because of ignorance of VD.

VD: epidemic. MGH. 1965. 27 min. sd. b & w. F-NYSDH.
Stresses rapid increase in VD in the U.S., importance of early detection, significance of public health official followup, the high cost to our Nation. There are firsthand interviews with people who had VD and are now cured.

FILMSTRIPS

Critical areas of health: alcohol, tobacco, drugs, venereal disease. SVE. 1965. 4fs. 2-33 1/3 records. P-SVE.
Provides historical resumes and comprehensive studies of the physical effects and social consequences of acute problem areas.

Alcohol	44 fr.
Drug misuse	53 fr.
Tobacco	46 fr.
Venereal disease	39 fr.

Fight against VD. NYSED. 1968. 8 min. sd. color. F-NYSED.
Teacher's manual accompanies this filmstrip in which a girl relates how she contracted VD and how she was cured.

SECTION V - PERSONAL HEALTH

GENERAL TOPIC

What personal health practices are important in everyday activities?

TEACHING OBJECTIVES

- To present guidelines for practicing optimal personal health care
- To promote physical fitness activities by active participation
- To encourage each student to practice good health care in order to improve his vocational opportunities

STUDENT UNDERSTANDINGS

- Personal health care is an individual responsibility.

- Basic health practices aid in proper growth and development.
- Physical recreation contributes significantly to a person's physical and mental well-being.
- Practicing healthful living enhances a person's productivity.
- A person's level of health affects his mental outlook and his overall enjoyment of life.

CONTENT

- What health practices contribute to good health?
- What significance does physical activity render to a person's physical and mental well-being?
- What effect does health have on an individual's working productivity?
- What is necessary to achieve good physical fitness?

TEACHING METHODOLOGY

Opening statement by the teacher:

Most young people have good health. Because good health seems so natural, especially in youth, it is easy to take it for granted. There is nothing wrong with taking it for granted, except that it may lead to carelessness in health habits, which in turn can lead to illness.

So it is wise to remind oneself just how much one's health means. Only in one's best health can he look his best, enjoy recreation, look forward to work, take advantage of all the free choices this country provides, and enjoy family living. Maintaining the highest possible level of good health is truly the foundation of happy and successful living.

No one should willingly risk his good health, but unfortunately some people do risk it now and then because they don't know how to care for themselves, or they take good health for granted and become careless.

In order to check the class on personal health practices, have the following questionnaire duplicated and ask each student to complete it. This activity may be the beginning of improved health for years to come if they practice the recommended habits.

STUDENT INFORMATION SHEET

PERSONAL HEALTH CARE CHECK SHEET

	Always	Most of the time	Sometimes	Rarely
Do you try to follow a balanced diet every day?	___	___	___	___
Do you drink an adequate amount of water every day? (6-8 glasses)	___	___	___	___
Do you get enough sleep and awaken refreshed and ready for the day's activities? (8 hours minimum)	___	___	___	___
Do you brush your teeth following each meal?	___	___	___	___
Do you read in a well-lighted place?	___	___	___	___
Do you bathe daily?	___	___	___	___
Do you wash your hands before meals?	___	___	___	___
Do you brush or comb your hair daily?	___	___	___	___
Do you maintain good posture in walking and standing?	___	___	___	___
Do you exercise in the open air every day?	___	___	___	___
Do you warm up before beginning to play strenuous games?	___	___	___	___
Do you ventilate your room when you study or read?	___	___	___	___
Do you have periodic health checkups by your family physician? (yearly)	___	___	___	___
Do you follow your doctor's instructions?	___	___	___	___
Do you have regular dental checkups? (twice a year)	___	___	___	___
Do you have regular eye checkups? (yearly)	___	___	___	___
Do you follow the rule that you should never take medicines which have been prescribed for someone else?	___	___	___	___
Do you choose clothing with health, as well as appearance, in mind?	___	___	___	___
When you are ill, do you take care to protect others?	___	___	___	___
Do you practice traffic safety rules?	___	___	___	___
Do you practice home safety?	___	___	___	___

Followup statement by the teacher:

If you had a perfect score, all your answers would be in column one; however, none of us is perfect. Fortunately, nature doesn't sternly demand that we meet such health standards to survive. You know how valuable your health is to you. It's up to you to decide what degree of risk you will take.

Select a student to tabulate the answers on the chalkboard. (Names can be omitted.) From the tabulations, the teacher may stimulate group discussion centering on some of the following topics: (See Discussion Groups, Appendix C, p. 309.)

- Which questions were most frequently answered "sometimes" or "rarely"? Why?
- What questions interested the class most? Why?
- Did lack of information cause a low score on any questions?
- What effect did careless health practices have on answers?
- What grade would the class give themselves regarding the hygiene they have practiced?
- Which health practices contribute most to appearance? To physical vitality?

The hospital is perhaps the epitomy of cleanliness in our society since its function demands that all rules of hygiene be followed. The procedures used in the hospital to maintain good health should probably be followed by every human being in order to enhance his chances for a longer and healthier life. However, human relationships understandably involve less than ideal conditions compared to the localized hospital health problems. Interpersonal activities, air and water pollution, transportation, and sanitation are but a few of the threats to one's personal health.

To encourage the students to practice better personal health habits, arrange a field trip to a local hospital where students can make a comparison between optimum personal hygiene and their own health practices. (See Field Trips, Appendix B, p. 307.) Each student should observe the following health precautions taken in the hospital and decide how he might incorporate them into his everyday life:

- Regular meal intervals - a balanced diet
- Cleanliness surrounding meal preparation
- Regular sleep intervals
- Aseptic living conditions - air, bedding, utensils, corridors
- Daily baths
- Regulated temperatures
- Exercise - whenever possible
- Daily check of appearance
- Medicinal use of drugs - under the direction of doctor
- Caution involved in administering medicines
- Sterile environment of operating area

Organize a group discussion following the hospital visit, and have a student record on the chalkboard the related personal health habits a person could follow for each health precaution viewed at the hospital. This experience may help everyone make better decisions regarding personal hygiene. (See Discussion Groups, Appendix C, p. 309.)

Physical fitness is one aspect of personal development. Efforts to improve physical fitness should be carried on with full regard for all fitness qualities - moral, mental, emotional, and social. The stress placed on personal fitness is steadily increasing and new innovations for recreation are being made available. Community involvement in recreation and fitness programs certainly tends to give direction for the improvement of health and is a prime factor of motivation in encouraging active physical participation.

An example of a community organization that offers physical and recreational facilities is the local Y.M.C.A. Open to all males over 8 years old in the community, the "Y" provides an ideal location for maintaining one's physical fitness.

The teacher should contact the physical director of the local "Y" and arrange to visit the facility with the class. (See Field Trips, Appendix B, p. 307.) The visit could be a routine observation of facilities with encouragement to join, or the visit could involve active participation by the students in various physical activities of the day. Ask the physical director to be prepared to suggest physical fitness activities for students at home and to answer related questions by the students concerning fitness programs. Some typical student questions might be:

- What are the advantages of joining the Y.M.C.A.? Costs?
- What programs at the "Y" promote physical fitness?

- What activities can be practiced at home that result in better fitness?

- What is the value of improved fitness?

- How can a "working man" better promote his physical fitness?

- What other recreational facilities are available in the community?

- How does a person know when he is "fit"?

To encourage the students to actively participate in physical activity, make an inventory of all the recreational facilities available in the community. Students should make a record of this list and refer to it for recreation. Some typical recreational categories might include:

- City playgrounds

- Neighborhood centers

- County parks

- State parks

- Private recreational areas (general)

- Specific recreational areas (golfing, fishing, picnicking, etc.)

- High school and college areas

The better we feel, the more productive we can be. This conclusion seems to imply that our abilities to do a better job are closely aligned with our total personal hygiene. Appearance and personality traits also tend to be valuable factors for securing employment and developing a vocation. Each student should realize the importance of personal hygiene existing in various occupations.

- Suggest that each student interview an employer of his choice for the purpose of investigating the importance of health practices on an employee's effectiveness. (See Out-of-School Interviews, Appendix B, p. 305.) Each student should select a different employer to avoid duplication. Some suggested fields of work to investigate might be:
  - Textile mills
  - Retail stores
  - Transportation services
  - Salesmen
  - Service stations
  - Government jobs
  - Restaurants
  - Public utilities
  - Schools
  - Food producers

- Once the interviewee has been selected, each student should approach the employer with the following questions:
  - What effect does physical appearance play in your selection of employees?
  - How does personal health affect your employee's productivity?
  - What health safeguards do you provide for your employees?
  - What basic health requirements are necessary by your employees?
  - From an employer's viewpoint, how important do you consider personal health practices of your employees?

To effectively impress the students with the importance of personal health practices in securing and maintaining desirable employment, engage the class in summarizing the results of this questionnaire. Answers to the questions should be tabulated on the chalkboard and evaluated by the class. An outgrowth of this experience should be a direction for students regarding the importance of personal hygiene in their lives.

TEACHING MATERIALS

BOOKS

American Association for Health, Physical Education, and Recreation. *Values in sports.* Washington, D.C. The Association. 1963.

American Medical Association. *Exercise and fitness.* Chicago. The Association. 1964.

National Education Association. *Goals for American recreation.* Washington, D.C. The Association. 1968.

Wyden, Peter. *The overweight society.* New York. Cardinal. 1966.

FILMS

Body care and grooming. MGH. 1947. 20 min. sd. b & w. F-NYSDH. Emphasizes that good grooming is based on good health habits and personal care of the body's senses.

SECTION VI - NUTRITION

GENERAL TOPIC

What is the relationship between diet and good health?

TEACHING OBJECTIVES

- To develop an understanding of the relationship between proper nutrition and good health
- To provide food purchasing guidelines for the modern consumer
- To recognize the importance of weight control in maintaining good health
- To investigate the physiological effects resulting from improper nutrition

STUDENT UNDERSTANDINGS

- Proper nutrition is important to physical growth and development.
- Learning to purchase foods with high nutritional value is a necessary skill.
- Nutritious food is available at economy prices.
- Proper weight control contributes significantly to physical and mental well-being.
- Dietary deficiencies often cause abnormal growth and development.
- Quackery in regard to weight control is widespread in the United States.

CONTENT

- What food nutrients are essential to good health?
- What are major considerations when buying food on a limited budget?
- What inherent problems does improper weight control present?
- What are some physiological disorders which may result from dietary deficiencies?
- What part does roughage play in good body functioning?
- In planning a daily diet, which meal is the most important? Why?
- What is meant by the basic four food plan? How is it related to good nutrition?

TEACHING METHODOLOGY

Introduce the unit by teaching the lesson outlined on pages 56 and 57 of *Health & Nutrition Lesson Plans* available through your administrator from the Publications Distribution Unit, State Education Building, Albany, N.Y. 12224. Following this lesson have the students do Worksheet A and B from pages 59 and 60 of the above publication.

Use the lesson plan "Food in the Morning" from pages 71 and 73 of *Health & Nutrition Plans*. Following this lesson have the students do Worksheet A and B from pages 73 through 76 of the above publication.

Prepare a duplicated sheet similar to the sample on the next page which summarizes the requirements for an adequate diet. This will serve as a guide for later student assignments.

After allowing students to analyze the information on this sheet, discuss the concepts of economy buying and stress the fact that the more limited the budget, the more care must be taken in planning.

SAMPLE DISCUSSION QUESTIONS

- What are the cheapest sources of protein?
- Compare the price of cabbage per pound with that of brussels sprouts.
- Is there any difference in food value?

- Compare the price of preparing lamb stew and lamb chops for a family of five. Is there any difference in food value?
- What are five economy vegetables? Five luxury vegetables?
- What are five economy meats? Five luxury meats?
- If meat is a valuable source of iron, may it be deleted from the diet?
- What is one item which is a must in any food diet?
- What are several items which are budget stretchers? (Example: spaghetti, potatoes, cereals, rice, macaroni.)
- Is there any reason for a cook to collect recipes for eggs, fish, and poultry?

STUDENT INFORMATION SHEET

AN ADEQUATE DIET

I. Protein
  A. Major sources: meat, fowl, fish
  B. Minor sources: milk, cheese, nuts

II. Minerals
  A. Calcium: milk
    1. For the adult: 8-12 ounces per day
    2. For the child: 16-32 ounces per day
  B. Iron: fruits, vegetables, meats, whole grain cereals
  C. Phosphorus: milk, eggs, cheese, meats, fruits, vegetables

III. Vitamins
  A. Vitamin A: butter, milk, leafy vegetables, cod-liver oil
  B. Vitamin B: fruits, vegetables, whole grain cereals, yeast, milk
  C. Vitamin C: fruits and vegetables, particularly citrus fruits and tomatoes
  D. Vitamin D: egg yolk, butter, cod-liver oil
  E. Vitamin G: eggs, liver, milk, meat, yeast

IV. Bulk
  A. Two fruits and three vegetables
  B. Whole grain cereal (may be substituted for one fruit or vegetable serving.)

V. Water: 6-8 glasses per day

Invite a public health nurse and the dietician from a local high school to discuss the best ways to spend the food dollar. Ask them for relevant pamphlet material for class distribution. Have students set up a group of questions for class discussion before the visit and ask that they deal with the same questions. (See Inschool Speakers, Appendix B, p. 305.)

- What is the average food allotment for a low-income family in this area?
- Does this provide for an adequate diet? Why?
- What mistakes do many low-income families make?
- How can these mistakes be avoided?
- Discuss the most common disorders occurring because of inadequate diet.
- What kinds of food are lacking on the average table in the community?
- What foods are especially important for proper growth and development?
- What are the recommendations for buying food products on a limited budget?
- What suggestions can be made for attractive food preparation?
- What does balanced diet mean?

Ask students to prepare additional questions relative to their personal nutrition. Summarize the lesson by directing the students to create a week's diet incorporating the suggestions made and adapting them to their private living conditions. Suggest that each student attempt to follow his own suggested diet at home in order to improve the family's nutritional needs.

Prepare sample menus with the students using various cost levels to illustrate how prices may be pared without diminishing nutritional value.

Bring in several copies of the weekend ad sections of area newspapers. Set up two or three sections for use on the overhead projector, and illustrate the values of comparison shopping.

TEACHER INFORMATION SHEET

BREAKFAST

Medium Priced	Low Cost
Grapefruit	Stewed prunes
Bacon and eggs	Poached egg
Prepared cereal	Oatmeal
Cream	Whole milk
Toast	Toast
Butter	Margarine
Jelly	Apple butter
Coffee	Coffee

LUNCHEON

Medium Priced	Low Cost
Cream of tomato soup	Baked beans
Large pineapple slice	Cole slaw
Cottage cheese	Whole wheat bread
Whole wheat bread	Margarine
Butter	Baked apple
Chocolate cake	Milk

DINNER

Medium Priced	Low Cost
Orange juice	Tomato juice
Roast beef	Meat pie
Baked potatoes	Potatoes
Buttered cauliflower	Onions
Lettuce, tomato, cucumber salad	Cabbage and raw carrot
Cherry pie	Fruit tapioca
Rolls, butter	Bread, margarine
Tea or coffee	Tea or coffee

SAMPLE QUESTIONS

- Is it worthwhile to shop for "specials" in grocery stores?
- Check out several items in two or three stores,and cite the price variations.
- Why does a store sell an item on which they are obviously losing money?
- Ask specific students to develop a family shopping list from the newspaper.
- Do two stores in the same chain necessarily have the same prices?
- Does the neighborhood often determine the type and price of merchandise carried?

Discuss the protection given by the Federal Food, Drug, and Cosmetic Act which provides standards of identity and quality. Bring several types of canned and packaged foods to class and check the labeling.

SAMPLE EXERCISES

- Two cans same size, one weighing 15 oz., one weighing 16 oz.
- Check such labels as: coloring added, preservative added, water added.
- Contrast labels of pineapple drink and pineapple juice; check differences.
- Check differences in price in white meat tuna; whole white meat tuna, chunk; light meat tuna; whole and light meat tuna, chunk.

Assign a group of students to write for several copies of the pamphlets listed below so that they may be placed in file folders, for bulletin board displays, for individual study, etc.

Psychology of dieting. Dannon Milk Products, 22-11 39th Ave., Long Island City, N.Y. 11101.

Food and your weight (G-74). *Nutrition, up to date, up to you* (G-S-1). U.S. Department of Agriculture, Washington, D.C. 20250.

Knox eat and reduce. Knox 25 day menu diet. Good looking cooking. Knox salad book. Delicious dishes for dieters. Knox Gelatin, Inc., Johnstown, N.Y. 12195.

Overweight or underweight. Equitable Life Insurance Society. 350 Madison Ave., New York, N.Y. 10019.

Congratulations, calorie counters. Sugar Information Ass'n. 52 Wall St., New York, N.Y. 10005.

Eat your way to beauty. Florida Citrus Commission. Lakeland, Fla. 18801.

A road to weight control. R-T-W-C Booklet. Evansville, Ind. 14412.

Food can be fun. Deronsheir Co. West New York, N.Y. 17093.

Discuss the factors involved in weight control and the effects of being overweight or underweight on physical and mental well-being. Suggest that students do a pictorial essay (see Use of Still Prints and Slides, Appendix A, p. 303) which depicts the problems of both the overweight and the underweight. Invite an area physician into class to discuss the interrelated factors of weight control; i.e., age, body type, metabolism, exercise, rest, calorie intake, etc. (See Inschool Speakers, Appendix B, p. 305.) Ask also that he discuss a prepared list of relevant questions, such as:

- What is the relationship between weight and length of life?
- What are the disadvantages and dangers of being overweight? Of being underweight?
- What foods are considered essential even while dieting?
- What guidelines can an overweight person follow for weight control? An underweight person?
- Considering area factors, how can a family improve daily dietary requirements to better health?
- Cite some of the medical problems related to obesity.
- How does one determine proper weight?
- Can failure to gain weight denote a medical problem?
- What common digestive disorders affect young people? Are there some which can be prevented by proper nutrition?

Obtain the film, *Foods and Nutrition*, (see p. 99) which depicts the use of proper food nutrients in the body and illustrates the results of diet deficiencies. (See Use of Commercial Films, Appendix A, p. 301.) Use as a culminating experience to classwork on nutrition.

Prior to viewing the film, direct the students to observe the following points for later discussion:

- What various food nutrients are essential to maintaining good health?
- What deficiencies occur when proper food nutrients are lacking in the diet?
- How can a person be certain his diet is balanced?
- What effect does a dietary deficiency have on the physical and mental well-being of an individual?

Divide the class into three interest groups, each assigned to prepare one particular meal. (See Small Group Projects, Appendix C, p. 309.) Specify that all meals will be judged for taste, balance, nutritional value, and attractiveness. The teacher may serve as judge. Suggest that each group use the *Facts About Food* pamphlet (see Teaching Materials) for guidance in determining attitudes about nutrition and food requirements. Assign different days for each meal, and discuss the relationship of the prepared food to good health.

SAMPLE DISCUSSION QUESTIONS

- Is this meal balanced?
- What food nutrients are present in the meal? What are their benefits?
- Why is proper nutrition important for good health?
- What effect does method of preparation have on the nutritive value of foods?

Encourage the students to note that male participation in food preparation is commonplace and that most successful chefs are men. Also, knowing the respective value of foods and being able to properly prepare meals certainly helps in family living. With this in mind, invite several area chefs representing different vocational areas (i.e., restaurants, hotels, airlines, hospitals, etc.) to visit the class and discuss the various aspects of entering such an occupation. (See Inschool Speakers, Appendix B, p. 305.) Ask that they follow a prepared outline similar to that on the next page.

In addition ask the students to prepare lists of relevant questions to be presented to the speakers, such as the following:

- What is a short order cook? A salad chef?
- What kind of salary can a beginning cook expect?
- Where can a student begin training to become a chef?

- What are the chances for advancement for a person entering the occupation of cook?

SAMPLE OUTLINE

VOCATION: CHEF

A. Opportunities
  1. In professional employment
  2. In public service
  3. In self-employment

B. Preparation
  1. Schools
  2. On-the-job training

C. Requirements
  1. Personality
  2. Skill
  3. Talent

Utilize the services of professional weight watching organizations. Ascertain whether an inschool unit might be established as an extracurricular activity. Reproduce articles published in the *Weight Watchers* magazine for inclass discussion.

Assign a committee to write for copies of free materials for bulletin board displays and for inclusion in file folders.

SAMPLE SOURCES

- Apples: For a series of beautiful posters and colorful booklets, write to: National Apple Institute, Suite 410, 2000 P St., N.W., Washington, D.C. 20036.
- Avocados: Another great series of posters and booklets are offered here. Write to: Calavo Growers of America, Box 3486, Terminal Annex, Los Angeles, Calif. 90054.
- Cheese: *The ABC's of Cheese* and *The World of Cheese* are two excellent booklets by a leader in this field. Write to: Kraft Foods, Educational Department, 500 Pershing Ct., Chicago, Ill. 60690.
- Chocolate: *The Story of Chocolate* is a colorful 32-page free booklet on cocoa growing and the making of chocolate. Write to: The Chocolate Manufacturers Association of the U.S.A., 1812 K St., Suite 401, Washington, D.C. 20006. For *The Story of Chocolate and Cocoa,* write to: Hershey Chocolate Corporation, Educational Division, 19 East Chocolate Ave., Hershey, Pa. 17033. For *The History of Cocoa and Chocolate,* write to: The Nestle Co., 100 Bloomingdale Road, White Plains, N.Y. 10605.
- Citrus Fruits: *Golden Fruits* is an informative booklet explaining all about various types of citrus fruits. Write to Sunkist Growers, Box 2706, Terminal Annex, Los Angeles, Calif. 90054.
- Coffee: *The Story of Juan Valdez* is a colorful, informative presentation which explains coffee growing. Write to: National Coffee Federation of Columbia, 140 East St., New York, N.Y. 10022. *There's a Story in Your Cup of Coffee, The Story of Coffee From Seed to Cup,* and other booklets are available by writing to: Pan-American Coffee Bureau, 120 Wall St., New York, N.Y. 10005.
- Honey: *Story of Honey Production* gives you the inside story on how bees make honey and live. Write to: Dadant and Sons, Inc., Hamilton, Ill. 62341.
- Peanuts: *Peter Pan Tells all About Peanuts* covers the peanut from growth to making peanut butter. Write to: Peter Pan, Public Relations Division, Derby Foods, Inc., 3327 West 48th Place, Chicago, Ill. 60632.
- Raisins: *Ask for Raisinland U.S.A.* Write to: California Raisin Advisory Board, 2240 North Angus, Fresno, Calif. 93703.
- Salt: For a colorful 28-page booklet, write to Morton International, Inc., 110 North Wacker Drive, Chicago, Ill. 60606.
- Spices: *The History of Spices* takes you all the way back to 50,000 B.C. Write to: American Spice Trade Association, Information Bureau, Empire State Building, New York, N.Y. 10001.
- Sugar: For a copy of *What Sugar Is* and other interesting materials, write to: Sugar Information Association, 52 Wall St., New York, N.Y. 10005; for a complete *Sugar Information Kit,* write to: Hawaiian Sugar Planters Association, Alexander and Baldwin Building, Box 2450, Honolulu, Hawaii 96804; *Ten Wonderful Things About Cane Sugar* is available from: American Sugar Company, 120 Wall St., New York, N.Y. 10005.
- Tea: *The Story of Tea* gives you the historical background of tea growing and drinking. Write to: Tea Council of the U.S.A., Inc., 717 Fifth Ave., New York, N.Y. 10022.

TEACHING MATERIALS

BOOKS

Burton, Benjamin T. *The Heinz handbook of nutrition.* New York. McGraw-Hill. 1964.

Carson, Gerald. *One for a man, two for a horse.* New York. Doubleday. 1961.

Carson, Rachel. *Silent spring.* Greenwich, Conn. Fawcett. 1964.

Sinacore, John S. *Health - a quality of life.* New York. Macmillan. 1968.

Stare, Frederick J. *Eating for good health.* New York. Doubleday. 1964.

PAMPHLETS

Cereal Institute, Inc., 135 South La Salle St., Chicago, Ill. 60603.
Better breakfast activities.
This 15-page booklet contains a number of projects useful in developing the concept of the importance of a good breakfast.

Director, Department of Foods and Nutrition. American Medical Association, Circulation and Records. Department 535. N. Dearborn St., Chicago, Ill. 60610.
Let's talk about food.
This book presents information about nutrition and discusses the importance of the various nutrients. There is additional information about food fads and fallacies.

H. J. Heinz Co., Pittsburgh, Penn.
Facts about food.
This 23-page pamphlet contains tables of the values of many foods and describes the role of the various nutrients in developing sound dietary habits.

National Dairy Council, Chicago, Ill. 60606. By Albert Piltz, Ph. D.
How your body uses food.
This 26-page booklet explains the process of digestion, the planning ideas as well as other information for people concerned with the nutrition needs of a family.

National Dairy Council, Chicago, Ill.
Nutrition handbook for family counseling.
This 30-page booklet contains charts, graphs, and meal planning ideas as well as other information for people concerned with the nutrition needs of a family.

Publications Distribution Unit, State Education Building, Albany, N.Y. 12224.
Health and nutrition lessons plans.

FILMS

Facts about figures. NYSDH. 13 1/2 min. sd. color. F-NYSDH.
Depicts one segment of the obesity problem, that of the person who gains weight unnoticeably over a period of years. Its primary message is that without resorting to severe diets or food fads a person can remove added weight.

Foods and nutrition. EBE. 1940. 11 min. sd. b & w. F-NYSDH.
Discusses the utilization of the various food nutrients in the body, and illustrates the results of dietary deficiencies.

Home management: buying food. YAF. 11 min. sd. b & w. F-NYSDH.
Emphasizes the importance of preparing a grocery list and the dangers of "impulse buying."

Menu planning. CORF. 1952. 10 min. sd. b & w. F-NYSDH.
Shows the importance of planning menus which meet the requirements of good health, satisfy individual tastes, maintain household budgets, and keep preparation time within practical limits.

Nutrition: sense and nonsense. CU. 22 min. sd. color. F-NYSDH.
Urges the consumer to be intelligently skeptical about nutrition information circulated through popular channels.

Weight reduction through diet. SSF. 15 min. sd. color. F-NYSDH.
Shows that intelligent dieting under medical guidance will bring effective results, and illustrates that weight can be lost steadily with satisfying meals.

SECTION VII - MENTAL HEALTH

GENERAL TOPIC

What factors in today's world affect our mental health?

TEACHING OBJECTIVES

- To provide guidelines for developing positive mental health
- To explore social and environmental influences on mental health
- To foster understanding of the concept of mental illness

STUDENT UNDERSTANDINGS

- Positive mental health depends upon proper adjustment to everyday problems.
- A person's self-concept reflects his ability to satisfy his psychological needs.
- Everyone may experience a low level of mental health occasionally when a problem cannot be resolved immediately.
- Good mental health is necessary for responsible behavior while irresponsibility is associated with mental illness.
- A person should be concerned about the mental well-being of others.
- The community which provides care and services for the mentally ill benefits by helping the disturbed individual to return to the community quickly as a productive citizen.
- A person who has found a suitable balance between himself, his needs, and his environment is considered to have good mental health.

CONTENT

- What factors are important to positive mental health?
- What mental devices do we use to cope with the pressures of modern day living?
- How do we recognize various states of mental health?
- Where can one go to receive help in matters of mental health?

TEACHING METHODOLOGY

Discuss the factors which influence people today and which contribute to positive mental health. Help the students to recognize the built-in pressures of modern urban living and their resulting influences on our personalities. Suggest that a group develop a sound movie of the activities taking place at a busy street corner during a rush hour. (See Use of Student-Developed Films, Appendix A, p. 302.) Set up time for this group to make a class presentation for group discussion.

SAMPLE DISCUSSION QUESTIONS

- What do the facial expressions tell us?
- How does the traffic pattern contribute to anxiety?
- Do reactions of different age groups differ? Why?
- Do reactions of different people differ? (Example: the shopper, the worker, the businessman.)
- Does the attitude of the policeman on duty elicit different responses?
- Describe the mannerisms of various pedestrians and drivers.
- List the noises that surround people.
- What pressures does time place upon people?

Distribute the following information sheet to the students either to initiate the unit on Mental Health or to prepare for a field trip to a mental hospital or institution.

STUDENT INFORMATION SHEET

DID YOU KNOW?

- About 10 percent of public school students are afflicted with emotional distrubances.
- At least a quarter of a million public school students are treated at mental health clinics each year.
- 27,000 Americans between 15 and 24 are admitted to mental hospitals each year.
- The number of Americans between 15 and 24 in mental hospitals is increasing by about 70 percent each decade.
- A quarter to a half of patients who consult doctors have complaints in part due to emotional disturbances.

Ask several students to tape the commercials heard on TV during a prime time hour. List the number which appear, and categorize the emotions to which they are designed to appeal (examples: vanity, lust, desire, and fear). Discuss the effects of such emotional play upon the mental health of many viewers.

Analyze each taped commercial by answering the following questions about it:

- Does this commercial tend to make you feel content with your life as it is now? Why?
- Does this commercial tend to make you feel that you need something you don't already have? Why?
- Is this commercial pleasant to listen to? Why?
- What overall feeling does this commercial give to you? Why?
- Do you think this commercial contributes positively to your mental health? Why?

Arrange for a breakdown of the class into discussion groups (see Discussion Groups, Appendix C, p. 309), and assign questions to each group for research and analysis. Stress that students are to categorize the factors which contribute to maladjustment. Suggested topics for discussion are:

- How do housing conditions contribute to mental health?
- How do transportation problems contribute to maladjustments?
- How do recreational facilities contribute to mental health?
- Is there a relationship between a rise in living costs and one's mental health? How?
- Do rises in the cost of living contribute to mental health problems? Explain.
- How do behavior problems lead an individual to break the law?
- Why do we have approximately 70 percent repeaters in our penal institutions?
- How does living in a community with a high crime rate affect a person's mental health?
- How does job security contribute to positive mental health?

To effect a comparison for your students of the types of stress under which people live, arrange a field trip to a small nearby village or farm community. (See Field Trips, Appendix B, p. 307.) Have students make a sound movie of the activities taking place in this community. Ask students to identify the stresses of rural life and compare them with the stresses of city life. List the different stresses on the chalkboard, and point out that it is the responsibility of the individual to solve these problems irrespective of locale. Suggest that the best way to solve a problem is to face up to it. This helps develop emotional maturity.

New York State has several State mental hospitals that provide mental health care for its citizens. Since the care and treatment afforded the mentally ill at these centers is considered a vital factor when rehabilitating patients with problems ranging from "mildly disturbed" to "no contact with reality," most institutions welcome the opportunity to explain their programs to health classes. Discuss the statistics provided in the Student Information Sheet at the beginning of this Methodology section.

Before arranging a visit to a State or county hospital, it would be wise to set aside class time for a general study of mental institutions and an overview of services provided. Make specific arrangements for a field trip to a nearby hospital (see Field Trips, Appendix B, p. 307), and appoint student committees to record information by any means permissible. Set up questions for all of the students to try to answer from their own observations.

- What types of mental illness are present in the hospital?

- How do hospital authorities decide who is to be admitted as a patient?
- What treatments are used in rehabilitating the mentally ill?
- What is the duration of the various types of mental illness?
- During mental illness, do some patients appear normal at any time?
- When a patient leaves the hospital, is he considered "cured"?
- What are the primary causes of mental illness?
- What is the function of the outpatient psychiatric clinic?

Spend some class time developing basic guidelines one should follow when promoting positive mental health. Discuss:

- How does one recognize the signs of good mental health?
- What are some samples from your own experience of each of the following emotional needs: recognition, love, independence, and responsibility?
- Is there any value in talking out problems?
- Does an active life help one to enhance his mental well-being?
- How can one develop a positive mental outlook?

In an effort to promote positive thinking concerning mental health and to encourage the students to practice ways to lead a more enjoyable life, organize discussion groups (4-6 students) to discuss informally a variety of suggestions for equanimity. (See Discussion Groups, Appendix C, p. 309.) Suggest that they try to relate the statements to their own personal lives. Request that they ask themselves how they can practice this rule and influence others to understand its relationship to a happier life.

SUGGESTED DISCUSSION QUESTIONS

- Is it important to strike a balance of work, play, love, and worship in the daily cycle of one's activities? (Why is it important for each person to balance his activities to avoid boredom and cultivate interests?)
- Should one have faith in something beyond one's self? (Call it faith in God, in humanity, in decency, or anything else. From faith often springs courage.)
- How can one avoid taking his troubles and his negative feelings out on other people? (This type of reaction often increases bad feelings and unhappiness. Look for rewarding outlets for your frustrations. Read the scene from *I Remember Mama* where Mama scrubs a floor to relieve tension.)
- Does being able to lead one's own life lead to better mental health? Why? (Even though every individual depends on other people for certain aspects of his survival, the ultimate decision for his actions is his own.)

Be available to supervise the discussion groups and to add personal anecdotes to help the students with ideas. The outcome of these discussions should provide some guidelines for happier living.

Since each person is inherently unique, his adjustments to various problems most certainly will be a result of his individual personality influenced by environment. Assuming this statement to be accurate, each person must find his own positive means of dealing with everyday pressures of living.

Suggest that the students role play situations, such as the following, involving decision or adjustment. Since there are many acceptable reactions to various problems, the class should observe the actors and decide whether the adjustments made are related to positive mental health. Emphasize that even simple decisionmaking can present problems and that sound rational thought is necessary for good judgment. The way a man solves problems often contributes to his mental well-being and the well-being of others.

SAMPLE SITUATIONS

- You have purchased two dollars worth of gasoline at a service station and given the attendant a ten dollar bill. He returns with three dollars change and argues that all you gave him was a five dollar bill. Angrily, he orders you to leave.
- You are approached by a door-to-door salesman attempting to sell you an obviously worthless item. You tell him politely that you are disinterested, but he refuses to take "no" for an answer.
- You are informed by your parent or spouse that you may not attend these classes any longer because you should be searching for a job. The parent or spouse refuses to understand your arguments for attending this school.

- You are driving in a 40 m.p.h. traffic zone and are stopped by the police who inform you that you were doing 50-55 m.p.h. This could result in arrest, fine, and possible loss of your driver's license.

One of the newest types of mental health care and treatment facilities is the comprehensive community mental health center. Its basic function is to provide consultive and preventive services, early diagnosis and treatment on both an inpatient and outpatient basis, and programs for the emotionally disturbed. Most cities have some of these facilities, and it is hoped additional services will be added in the future.

Check on the facilities now available in the area and appoint a small committee of students to write or call these centers to arrange for a class visit. (See Field Trips, Appendix B, p. 307.) Encourage students to observe the facilities and treatments available and to be prepared to ask questions so that they can better understand how the average citizen might gain some help. Questions the students may want to ask are:

- Who is eligible to seek aid?
- At what point might any individual seek help?
- What kinds of treatment are used?
- What function can general conversation and encouragement play in helping people?
- How does the outpatient clinic operate?
- What is the cost of such treatment?
- What guidelines does the center offer for determining which people need help?
- Are community volunteers encouraged to implement the program?
- What other facilities are available in this community?

In the followup discussion, aid the students in outlining the types of services available in a given area.

Invite a panel of professional personnel from local mental health clinics to discuss the problems which confront different age groups. Ask that they cover a basic outline developed through student discussion groups. Duplicate the student-made outline so that students may take notes during the discussion for later evaluation.

SAMPLE STUDENT OUTLINE

PROBLEMS FACING DIFFERENT AGE GROUPS

- I. Problems of the young
  - A. Illness
    - 1. Self
    - 2. Parent
    - 3. Friend
  - B. Economic Distress
    - 1. Bad housing
    - 2. Lack of education
  - C. Miscellaneous
    - 1. Drugs (includes alcohol)
    - 2. Insanity
    - 3. Boy-girl relationships
- II. Problems of the middle aged
  - A. Increasing responsibilities
    - 1. Growing children
    - 2. Growing expenses
  - B. Fears
    - 1. Age
    - 2. Death
    - 3. Illness
- III. Problems of the aged
  - A. Mental deterioration
    - 1. Physical problems
    - 2. Lack of feeling of being needed
  - B. Physical deterioration
  - C. Effects on family group

As a concluding activity to the study of mental health, have students select a panel of about a dozen persons they consider to have excellent mental health. The panel can include teachers, counselors, community leaders, students, parents, and others. Have the students select a committee to contact each of the persons on the panel chosen to ask them to take the Mental Health Inventory so that the students can find out how the average person with excellent mental health scores on the Inventory. Caution the class to select a committee of students who have diplomacy and charm to contact the panel members. This will help insure the full cooperation of all panel members chosen.

Duplicate copies of the Mental Health Inventory for the committee. Preface the inventory with the following introduction attached to it.

SAMPLE INTRODUCTION FOR SURVEY

Albany Learning Laboratory Center
612 Clinton Avenue
Albany, New York 12224
September 24, 19__

Mr. William Barton
228 Third Street
Albany, New York 12206

Dear Mr. Barton:

You have been selected by the students of the Albany Learning Laboratory Center as a person with excellent mental health. We are attempting to gain some insight concerning the mental outlook of a group of a dozen persons in our community selected on the basis of their excellent personality. Please help by giving us 3 minutes of your time, right now, by checking "yes" or "no" to the 18 questions on the following inventory sheet. Please give us your honest answers. Don't put your name or any other marks, except the checkmarks, on the inventory sheet. When you have finished, fold it up and put it in the sealed ballot box held by the student with you now. The box will not be opened until all of the 12 people chosen by us have deposited their completed inventories. Thus, your responses to the questions will remain anonymous.

Thank you for your help.

Sincerely yours,

Joseph Green
George Bennet
Anne Quigley
Members of the Survey Committee

STUDENT INFORMATION SHEET

MENTAL HEALTH INVENTORY

	Yes	No
Part I - Mental Health		
1. Am I free from fear of failure in the things I do?	___	___
2. Do I gain enjoyment from my daily routine of study, work, and recreation?	___	___
3. Am I free from continuous worry and anxiety?	___	___
4. Do I have a cheerful outlook?	___	___
5. Do I have confidence in myself?	___	___
6. Am I easily dismayed or depressed?	___	___
7. Am I free from worrying about what others think of me?	___	___
8. Do I "blow my cool" over unimportant matters?	___	___
Part II - Social Relations		
1. Do I get angry when people criticize me?	___	___
2. Do I take part in sports?	___	___
3. Do I try to be tactful in the dealing with others?	___	___
4. Do I have some close friends of my own sex?	___	___
5. Do I have good friends of the opposite sex?	___	___
6. Do I listen when others are speaking?	___	___
7. Do I attend dances and other social affairs in the community?	___	___
8. Am I "in the groove" appearance-wise?	___	___
9. In general, do I get along with others?	___	___
10. Do I get along well with my parents?	___	___

Have the committee construct a sealed box or can in which to deposit the citizen surveys. Instruct the committeemen to provide pencils for their panel members, and to allow the panel members to complete their inventories in privacy. However, the committeeman should wait while the inventory is completed and deposited in the sealed box so that he does not have to make a second trip back to contact the panel member.

Using the responses of the panel of 12, have the students tabulate norms for each item (the number "yes," number "no"), the number of "yes" answers and the number of "no" answers on Part I - Mental Health and on Part II - Social Relations, separately, and the number of "yes" answers and the number of "no" answers on both parts together.

Ditto copies of the inventory, and have the students fill them out. Admonish them to give honest answers in order to get valid results. Allow them to fill the inventory out in privacy and deposit it folded into the sealed box. When all students have deposited their completed inventories into the box, tabulate the results for the class in the same manner described above for the panel tabulation.

Put a copy of the inventory, the norms of the panel of citizens, and the norms of the class on the chalkboard or on a transparency for the overhead projector. Discuss each item with the class and try to account for differences between the norms of the class and the norms of the panel. Students will probably note that even the panel of well-adjusted individuals had a number of "no" answers. Point out to students that everyone feels inadequate in some respects and that this is natural.

Teachers who have excellent rapport with their students may ask their students to fill out an inventory and discuss the results privately with them. Much insight into a student's mental health can be gained by an analysis of his answers to these questions, but not all teachers will be able to persuade their students to bare their innermost feelings to them.

Students may wish to establish norms for other groups on the Mental Health Inventory by conducting a survey in the same manner as described above for the panel of citizens. Students may enjoy comparing norms derived from random samples of such groups as teachers, mothers, fathers, girls, boys, etc. The possible groups which can be compared are numerous.

TEACHING MATERIALS

BOOKS

Beers, Clifford. *A mind that found itself.* Garden City. Doubleday. 1948.

Scole, Leo, Langer, Thomas, Michael, Stanley, Oherr, Marvin, & Rennie, Thomas. *Mental health in the metropolis: the midtown Manhattan study.* New York. McGraw-Hill. 1962.

Streeker, E. A. & Appel, K. A. *Discovering ourselves.* New York. Macmillan. 1962.

PAMPHLETS

National Association for Mental Health, 10 Columbus Circle, New York, N.Y. 10019.
Mental health is: 1 - 2 - 3.

Public Affairs Pamphlets, 381 Park Ave., S, New York, N.Y. 10016.
Mental health is a family affair. 1949. Public Affairs Pamphlet No. 155.
Tensions - and how to master them. 1959. Public Affairs Pamphlet No. 305.
Toward mental health. 1960. Public Affairs Pamphlet No. 120.
When mental illness strikes your family. 1951. Public Affairs Pamphlet No. 172.
Your community and mental health. 1964. Public Affairs Pamphlet No. 263.

FILMS

Bitter welcome. MHFB. 1960. 36 min. sd. b & w. F-NYSDH. Points out the need for better understanding and acceptance of the mentally rehabilitated.

Mr. Finley's feelings. MLI. 10 min. sd. color. F-NYSDH. Stimulates ideas about ways of meeting stress and handling daily relationships with people.

Who cares about Jamie. SFF. 1964. 10 min. sd. b & w. F-NYSDH. Demonstrates the importance of adult behavior in helping a youngster grow to maturity.

SECTION VIII - SAFETY AGAINST ACCIDENTS

GENERAL TOPIC

What aspects of accident prevention and safety education should a person understand?

TEACHING OBJECTIVES

- To investigate the Nation's most important environmental health problem—accidents
- To promote safety against accidents
- To explain basic first aid procedures

STUDENT UNDERSTANDINGS

- Accidents are the leading cause of death in the first half of one's life span.
- The home contains many more hazards than we generally realize.
- Promoting safety is related to the cultivation of mental health and to adjustment to the environment.
- Knowledge of first aid procedures may help save a life.

CONTENT

- Why are accidents our most important environmental health problem?
- What environmental conditions encourage accidents?
- What characteristics are necessary for promoting safety?
- What first aid knowledge should everyone possess?

TEACHING METHODOLOGY

Note: The dramatic decline in the death rate due to infectious disease has left accidents the number one cause of death in this country. The death rate due to accidents has actually gone down for some age groups; however, compared to other problems, we have not made significant progress in this field. It can be said that accidents are the leading cause of death in the age group 1 to 37, and that in the age group 1 to 14, accidents claim more lives than the next five leading causes of death combined. In the 15 to 24 age group, accidents are responsible for more lives lost than *all* other causes combined, with the automobile accident as the predominant cause of death.

Write or call the local Chamber of Commerce regarding resource material and speakers on accidents and accident prevention. If your referral is to an agency or private enterprise, request that they send a speaker to your class to discuss the role of accidents in our lives. Many governmental agencies and insurance companies employ safety specialists primarily for promoting better safety in the community. The speaker should be briefed in advance concerning the nature of the class and provided with an outline of the material he is expected to cover. (See Inschool Speakers, Appendix B, p. 305.) The following can be included in an outline of such a talk.

- Scope of the accident problem
- Causes of accidents—varying types
- Methods of preventing—mental and physical
- Safety directions in the future

Student participation in developing the outline is desirable. It is also advisable to help the students prepare some questions to ask of the speaker at the conclusion of his presentation. Questions similar to the following might be used:

- How does the human factor make its contribution to the accident problem?
- What are the characteristics of the "accident-prone" individual?
- Where do most accidents occur? To what age group? Why?
- What are some individual and group rules to follow for the prevention of accidents?

- What plans are being developed to promote better safety in the near future?
- Ask the speaker to describe as *sense* or *nonsense* the following statements and give his reason's why.
  - Safety should come first.
  - *Accidents are necessary.*
  - The safest place is home.
  - Accidents are an insignificant cause of death and injury among the young adult population.

The attempts to develop accident prevention programs by modifying behavior, though helpful, are not as rapid as effecting environmental changes. Conditions in the environment can be changed with relative ease; changing human behavior, however, does not occur as easily. Examine with the students the type of person involved in most accidents and investigate some environmental conditions which may surround his accidents. The teacher should suggest some characteristics and habits of the "accident-prone" individual for class discussion. (See Discussion Group, Appendix C, p. 309.) Some follow:

CHARACTERISTICS	INFORMATION	STUDENT RESPONSE
Under 25 or over 65	Age 15-24, traffic deaths equal 6 1/2 times the next leading cause of death. The elderly and young are more prone to home accidents than other age groups.	Variables of immaturity, temperament, inexperience, and poor judgment in young adults; slow reaction time and reduced sensory perception for the elderly; inquisitiveness, lack of knowledge, carelessness for young children.
*	*	*
Accident prone	In industry the greatest number of accidents cluster around a comparatively few people. A person who has had many little accidents will probably have a big one.	It appears that a person who has already had an accident is most likely to have another.
*	*	*
Poor personal or social adjustment	People with poor personal and social adjustment records usually have lessened restraint and therefore have more accidents. Errors in meeting responsibilities usually result in errors in other areas of living.	Healthy lines of communication with people tend to give one insight into the effects of their actions.
*	*	*
Fatigued	The accident rate among children is highest at the end of the day; with young adults, it's late in the evening; and in industry, it's at the end of a work period.	Accidents occur when alertness and efficiency are slowed by fatigue.
*	*	*
Under emotional stress	Research indicates more accidents occur when people are under stress.	Emotions may cause a person to be careless and lose perspective or control.
*	*	*
Under influence of drugs	Sedative or stimulant drugs change the normal operation of the nervous system, and the body's senses may react adversely.	May bring in symptoms of fatigue, disturbance of vision and balance, and overconfidence.
*	*	*
Physically handicapped	Handicapped persons have built-in restrictions. Physical impairment reduces sensory perception. Many industries employ health consultants to help prevent accidents.	Illness may increase the chance of accidents. Physical defects may increase the likelihood of accidents.

To investigate some actual environmental conditions which may prevail in home accidents, suggest that each student survey his own home for possible dangers. (See Survey Assignments, Appendix C, p. 308.) The following inventory may be reproduced and used by the students to evaluate their home environment; some of the more than four million annual home accidents could be prevented by taking precautions.

STUDENT INFORMATION SHEET

HOME SAFETY INVENTORY

		Yes	No
1.	Are adequate lighting and handrails provided for stairways?	___	___
2.	Are objects stored on stairs or near common pathways?	___	___
3.	Does snow or ice accumulate on steps and porches in winter?	___	___
4.	Are scatter rugs skidproof?	___	___
5.	Are floors slippery or loose anywhere in the home?	___	___
6.	Are old electric cords to appliances in safe condition?	___	___
7.	Is electric power amperage considered safe for the amount of its use? (minimum 100 amps, service)	___	___
8.	Are fireplaces screened?	___	___
9.	Are cleaning fluids used indoors?	___	___
10.	Are knives, tools, matches, chemicals out of reach of children?	___	___
11.	Are preschool children ever left to play alone?	___	___
12.	Are all drugs, medicines, and poisons locked in a cabinet?	___	___
13.	Do all doors close with no blind entrances?	___	___
14.	Are handholds provided in bathtub area?	___	___
15.	Does anyone smoke in bed?	___	___
16.	Are automobiles ever allowed to run with the garage doors closed?	___	___

Suggest that the students record their answers and discuss them with their parents for elimination of hazards. Each question in the survey should again be considered by the class in discussion for insight into the reasons for such safeguards.

The teacher should act as a resource person and not involve himself in the discussion unless necessary. The following questions may be asked of the class after they have received their survey form:

- Why should we concern ourselves with home safety?
- What possible injuries might occur around the household?
- From your investigation, what home repairs will you make?

Read the following paragraphs to students for discussion:

Every year many thousands of workers are killed in accidents, several hundred thousand are permanently injured, and over two million workers receive disabling injuries. The figures indicate that many workers are not receiving enough training for job safety.

Every young worker should develop an attitude of safety consciousness at the very beginning of his employment. This attitude is developed by knowledge and understanding of safety factors and the causes of accidents, the hazard points on machines and tools, the types and the use of protective devices, and the costs of accidents.

As a followup to the discussion, arrange to visit a local factory and tour the facilities during working hours. (See Field Trips, Appendix B, p. 307.) The purpose of the field trip would be to investigate the safety precautions observed by the employees in a working environment. Caution the students to observe as many safe or unsafe practices as they can. Suggest they attempt to answer the following questions concerning job safety during the visit by observation and by asking appropriate questions at the plant.

- What types of accidents have occurred?
- Why did the accidents happen?
- How could these accidents have been prevented?
- What are the New York State regulations for guarding machinery?
- Does the plant layout encourage accidents?
- Do poor housekeeping practices in the factory lend themselves to accidents?
- What personal protective devices are used for safety?
- How important is knowledge of and proper use of tools for safety?
- What fire prevention safeguards are in effect?
- Who is generally considered responsible for accidents in this factory?
- What program of workmen's compensation liability is in effect for the workers?

Read to the students the following paragraph for discussion:

The accident picture in this country is so grim that we tend to blot it out of our minds, refusing to acknowledge it. We often react by saying that the topic of accidents is Boring—until we are somehow involved in one. Then, often too late, we want to know what caused the accident and how it could have been prevented.

To supplement the discussion, obtain the films, *Accidents Don't Just Happen* and *Emergency 77*, from the New York State Department of Health, and show them in this same sequence. (See Use of Commercial Films, Appendix A, p. 301.)

Accidents Don't Just Happen emphasizes the need for learning more about the causes of accidents. *Emergency 77* reinforces the lesson by showing actual case studies of emergencies. The concomitant responsibilities of individuals, families, and communities are also stressed for prevention and care during emergencies. Prior to viewing the films, suggest that the students develop some questions which they have concerning accidents and emergencies. Ask them to find answers to them during the films. Some sample questions to discuss following the films might be:

- From *Accidents Don't Just Happen*
  - What are the primary causes of accidents?
  - How and where should efforts to promote safety begin?
  - What are some simple rules for safety?
  - Does lack of understanding contribute to accidents?

- From *Emergency 77*
  - Does seeing a serious accident have any effect on improving personal safety habits?
  - What agencies react to an emergency situation?
  - How can one be better prepared for a possible emergency?

To motivate the students toward an understanding of what they might do in a critical accident situation, present to them the following experience:

You're throwing the baseball back and forth with your younger brother on the sidewalk. Suddenly he fumbles your throw, and the ball rolls into the street. He quickly darts after it into the path of an oncoming car. The speeding car cannot possibly stop and collides with your brother. He is unconscious, bleeding from the mouth, and appears to have broken his legs. Everyone congregates, but no one seems to know what to do. What would you do?

The teacher should ask the class their reactions and record all answers on the chalkboard. To help decide what procedure is correct, show the film *First Aid Now* which depicts in a realistic manner the steps to follow regarding an accident victim. (See Use of Commercial Films, Appendix A, p. 301.)

Following the film, the class should attempt to evaluate their original ideas in view of the method portrayed in the film.

First aid is defined as the immediate and temporary care given the victim of an accident or sudden illness until the services of a physician can be obtained. To expose the students to basic first aid knowledge and procedures, contact the local unit of the American Red Cross and request that a field representative visit your class. (See Inschool Speakers, Appendix B, p. 305.) Ask that the experimental model, Resusiannie, accompany the speaker in order for students to experiment with mouth-to-mouth resuscitation. The speaker should be briefed in advance concerning the nature of the class and provided with an outline of the material which he is expected to cover. The following is a sample of such an outline:

- Sequence of action when treating a first aid victim; what to do and what not to do

- Basic first aid demonstration

- Artificial respiration procedures demonstration with class participation

- General directions for first aid

Student participation in developing the outline is desirable. It is also advisable to help the students prepare some questions to ask of the speaker at the conclusion of his presentation. The following are some sample questions:

- What specific rules should be followed for treating shock?

- How does a person handle the social conditions surrounding an accident?
  - First-aider to victim
  - Black person to white person
  - Male to female
  - First-aider to crowd

- How might a person react to mouth-to-mouth resuscitation under actual conditions?

- What legal implications are associated with administering first aid?

- What harmful actions might be taken in an attempt to administer first aid?

- Where can I receive more training in first aid?

TEACHING MATERIALS

BOOKS

American Red Cross. *Textbook in first aid;* 4th ed., rev. Garden City. Doubleday. 1957.

Bauer, W. W. *Today's health guide.* Chicago. American Medical Association. 1965.

Conference Report. *Annual safety education review.* Washington. American Association for Health, Physical Education and Recreation. 1964.

Floria, A. E. and Stafford, C. T. *Safety education;* 2d ed. New York. McGraw-Hill. 1962.

Holsey, Maxwell N. (ed.) *Accident prevention.* New York. McGraw-Hill. 1961.

U.S. Public Health Service. *Family guide emergency health care.* Washington. The Service. 1963.

PAMPHLETS

Metropolitan Life Insurance Co., 1 Madison Ave., New York, N.Y. 10010. *Leading causes of fatal accidents.* Statistical bulletin. June, 1964.

National Safety Council, 425 N. Michigan Ave., Chicago, Ill. 60605. *Accidents facts.* Published annually.

U.S. Dept. of Health, Education and Welfare, Washington, D. C. 20014. *Medical self-help training program.* Public Health Reports, 80:283-286.

PERIODICALS

"A hazard-free home." *Today's health.* 42:54-57. September, 1964.

FILMS

Accidents don't just happen. CAS. 1958. 14 min. sd. color. F-NYSDH.
Stresses the need for more research and more understanding about accidents.

Emergency ??. MLI. 12 min. sd. b & w. F-NYSDH.
Points out the need to prevent medical emergencies and the need for better medical care during them.

First aid now. JJ. 1963. 26 min. sd. color. F-NYSDH.
Presents in a realistic manner procedures in the four major areas of first aid.

First aid on the spot. EBE. 1954. 10 min. sd. b & w. F-NYSDH.
Demonstrates approved first aid treatment for six common types of injuries or disabilities.

No defense. CAS. 1962. 15 min. sd. b & w. F-NYSDH.
Pedestrian safety, home safety, and safety for children are covered most adequately.

SECTION IX - COMMUNICABLE DISEASES

GENERAL TOPIC

What information should a person understand regarding communicable disease in his environment?

TEACHING OBJECTIVES

- To investigate the causes and effects of communicable diseases
- To set up guidelines for prevention and control of health hazards and disease
- To provide information regarding available medical services

STUDENT UNDERSTANDINGS

- The study of disease involves the interaction among the host, the agent, and the environment.
- Preventive medicine can aid in safeguarding good health.
- A number of communicable diseases still remain a serious problem.
- Communicable diseases cause excessive suffering and inconvenience in daily living.
- Almost all communicable diseases are preventable.
- Public and private medical services are available to all citizens.
- Smallpox is a good example of a communicable disease that has been controlled in our country.

CONTENT

- What communicable diseases exist in our society?
- What measures should a person follow in safeguarding his health against communicable diseases?
- What are some of the problems illness can cause in family routine?

TEACHING METHODOLOGY

Secure class quantities of the pamphlet *Common Sense About Common Diseases* for use as an introduction to the topic of prevention and control of communicable diseases. Read the opening statement aloud, and use this material as a basis for discussion.

SAMPLE QUESTIONS

- How can we, as a class, practice preventive medicine at school?
- How can I, as an individual, practice health precautions at home?

Use the glossary of *Common Sense About Common Diseases*, and ask each student to investigate one term that is mentioned and explain its meaning to the class. Students should follow in their own books to check out the correctness of the presentations.

Recommend that all students read the opening statement ("All Adults...") found in the pamphlet's center fold. Follow with discussion and a question-and-answer period.

SAMPLE QUESTIONS

- What childhood diseases are also adult diseases?
- What is man's best protection against disease?
- Why be concerned about communicable diseases?

Assign to small discussion groups the problems of investigating each of the diseases discussed in the pamphlet. Each group should attempt to answer the following questions regarding each disease.

- What are the general characteristics of each disease?
- How do we recognize each disease?

- How is each disease spread?

- How can each disease be prevented or controlled?

Have the class develop an inventory of methods of preventing the spread of communicable diseases. Write information on the chalkboard, and allow pupils to make additions or corrections.

Cooperate with the local health agencies in bringing a mobile X-ray unit to the community center. Students may aid in handling the publicity and the clerical work in processing patients.

Arrange field trips for small groups to visit children's clinics, and suggest that they do photographic essays about the methods used for preventing communicable diseases. Using the tape recorder, one or two students may interview the members of the clinic's staff. Reports can be made to the class using recorded excerpts of interviews and photographs in addition to the students' narration.

See the following in the Appendix:

- Appendix A
  - Use of Audio-Tape Recordings, p. 302
  - Use of Still Prints and Slides, p. 303
- Appendix B
  - Out-of-School Interviews, p. 305
  - Field Trips, p. 307
- Appendix C
  - Group or Individual Reports, p. 308

Make a collection of health slogans, rules, and mottoes for use as bulletin board displays. (See Uses of Bulletin Boards, Appendix A, p. 304.)

Contact the city and county medical authorities to provide a free health checkup at the center or at a nearby hospital or clinic.

Arrange for a seminar on community health resources. Make a study of all medical services in the area, and ask students to suggest any others which might be needed. To gather necessary information, form interview teams of students to investigate community health resources firsthand. Have the teams use tape recorders. (See Out-of-School Interviews, Appendix B, p. 305.)

A questionnaire, such as the following, may be designed by students as the basis for the survey of their neighborhood.

STUDENT INFORMATION SHEET

	Yes	No
1. Does your family go to the same doctor whenever anyone is ill?	___	___
2. Has there been any illness in your family during the past year?	___	___
3. Did the sick person see a doctor?	___	___
4. Was the person treated at home by a doctor?	___	___
5. Did this person go to the doctor's office for treatment?	___	___
6. Did this person go to a hospital emergency room to see a doctor?	___	___
7. Was there any trouble getting a doctor when this person was sick? If yes, explain.	___	___
___		
8. Has anyone in your family gone to the hospital during the past year? If yes, what hospital?	___	___
___		
9. Was there any difficulty getting into the hospital? If yes, explain.	___	___
___		
10. Would you mind telling me how your medical bills were paid during this past year?	___	___
11. If no, please indicate the method:		

___ Paid by the family
___ Paid through Medicare
___ Paid through Medicaid
___ Paid through Welfare Department
___ Remain unpaid

Have another team of students interview a member of the local medical profession, a local hospital administrator, a local public health official, a local medicare official, and a local medical association official concerning the quality and type of health services available to people in the area. Have student interviewers develop the questions to be asked before going out. Encourage students to tape record the interviews. (See Use of Audio-Tape Recordings, Appendix A, p. 302; and Out-of-School Interviews, Appendix B, p. 305.)

Questions similar to the following can be developed by the team of students for their interviews:

- Is adequate medical care available to all the people of our community? Qualify your answer.
- What is the doctor-to-population ratio in our community?
- How does this ratio compare to the State and national average?
- Are there sufficient hospital beds in area hospitals to meet the need?
- Do some people have to wait to get into the hospital to have operations? How long?
- Are there plans for the expansion of existing medical facilities?
- Are there enough available doctors who make house calls? Explain.
- Do a large proportion of people seeking medical treatment have to go to hospital emergency rooms?
- Are there local clinics available?
- What types of patients do they serve?
- What needs to be done to bring the standards of medical care up to the level desired by the medical profession?

After tabulating the results of the surveys of the neighborhood people and the results of the interviews of the local medical profession, show them to the class on the chalkboard or by means of the overhead projector. Let the class compare the results; then pose questions to the class similar to the following:

- Do the local people and the doctors interviewed generally agree on the quality of medical care available in the area? If not, why?
- If facilities are inadequate, how can the needed facilities be obtained?
- Are additional medical facilities needed? If so, explain why.
- If a shortage of doctors exists, how can more doctors be secured?
- What can community leaders and organizations do to improve the situation?
- Can members of the class do anything to help improve the situation?

Obtain the State Education Department filmstrip, *Shots for Your Health*, from the Director of Adult Education in your district. If not available from him, it may be available from the Bureau of Continuing Education Curriculum Development, State Education Department, Albany 12224. (See Use of Commercial Films and Filmstrips, Appendix A, p. 301.) In addition to providing basic concepts of good health, the filmstrip lends itself well to class discussion. Consult page 3 of the accompanying filmstrip manual for suggested questions for discussion. (See Use of Commercial Films and Filmstrips, Appendix A, p. 301.)

Invite a public health nurse from a local health agency that investigates and treats persons with communicable disease to speak to the class in regard to the local problems of disease control. (See Inschool Speakers, Appendix B, p. 305.) Brief the speaker in advance concerning the nature of the class and provide an outline of the material that should be covered. Ask the students to aid in preparing the outline and in setting up questions for discussion after the presentation.

SAMPLE OUTLINE

A. Prevalence of Communicable Diseases in the Community
    1. Types of diseases found in the community
    2. Controls for diseases
        a. Quarantine laws
        b. Immunization programs
        c. Public facilities

B. General causes of sporadic outbreaks of disease
    1. Poor living conditions
    2. Improper health practices

C. Effects of disease outbreaks upon families
    1. Effect on wage earner
    2. Effects on the family and on home life

SAMPLE DISCUSSION QUESTIONS

- Why does (name of specific disease) occur frequently in our community?
- Where can a family receive immunization treatment?
- What household precautions should a family follow to avoid disease organisms?
- What medical care is available for poor people?

Invite members of the county or State welfare agencies to discuss the benefits offered by Medicaid. (See Inschool Speakers, Appendix B, p. 305.) Before these people arrive, explain the program to the class and set up questions which the students should have answered in the discussion. Provide both speakers and students with a mimeographed list of questions. Open the meeting to all members of the family of students who are interested. Begin the discussion with a statement similar to the following:

Since the cost of medical care is a serious problem for many individuals and families, more people go without necessary medical attention and risk serious and sometimes chronic illness or disability. Lack of needed health care often leads to disability or death.

As the population and the cost of health care continue to rise, this situation gets worse. More and more individuals and families, especially people in the low-income and moderate-income groups, can't pay for the medical care they need.

To help the people avoid needless suffering and disability and to prevent forcing them onto the welfare rolls because of medical bills, New York State has established a program to pay for the medical services these residents and their dependents need but cannot afford.

The program, paid for with Federal, State, local tax funds, is Medical Assistance for Needy Persons, generally called Medicaid. Medicaid protects and promotes the health of great numbers of children and adults who urgently need its help.

Outline the information regarding Medicaid on the chalkboard, and explore in depth the following questions:

- What is the purpose of Medicaid?
- Who is eligible for Medicaid?
- What services, care, and supplies are paid for by Medicaid?
- Does the fact that a family has savings or medical insurance make them ineligible for Medicaid benefits?
- Does a person who receives Medicaid have to pay back money if and when he is able to?
- Does Medicaid cover catastrophic or chronic illness for the duration of the illness?
- How could a student from the center apply for Medicaid?
- What information must an applicant provide?
- What other programs of health care are available for the people of New York State?

Discuss the possibilities of contagion between adults and children and the necessity for avoiding contacts even with so-called trivial illnesses. Use a case study like the following as an example. Use it as a basis for class discussion.

CASE STUDY

Not long ago, doctors in upstate New York and lower Canada were swamped by calls from patients complaining of chills, low-grade fevers, sore throats, and aching muscles. In England school attendance dropped by one-third as students came down with fits of sneezing and headaches. A similar ailment swept through other European countries and large cities throughout the world.

In Baltimore, Mrs. Jones came down with typical "24-hour virus" symptoms. She had what seemed to be a head cold, a mild sore throat, and a general "washed-out feeling." She recovered in a day and didn't bother to see her doctor. The following afternoon her 3-month-old baby became seriously ill. Mrs. Jones phoned her physician, but before he arrived, the baby began gasping for breath, and then turned blue. In a matter of moments, the infant was dead.

Autopsy and laboratory analyses revealed that the baby had suffered a complete obstruction of the lungs because of an organism known as the "RS virus." It was the same thing which had barely discomforted the mother and which she undoubtedly had passed on to her child.

FOLLOWUP DISCUSSION

Questions	Possible Responses
What are some common causes of epidemics?	Common carriers, such as human beings, food, or air

Questions	Possible Responses
What may initiate a specific disease in a community?	Common living conditions, breakdown of health precautions, contagious organisms, etc.
What situations encourage spread of disease?	Direct contact, carriers, lack of immunization, etc.
What factors may cause the spread of such diseases as "RS virus"?	Infectious insects or contaminated substances
How can the passage of "grippe" from one person to another be prevented?	Immunization, quarantine (or block modes of transmission of organism)
What should Mrs. Jones have done at the onset of illness?	Isolated herself; contacted her doctor
Why did the virus affect the baby differently from the mother?	Children have less resistance to certain types of virus; no established immunity.
What guidelines should people follow when "grippe" symptoms appear?	Call the doctor; isolate the patient from the rest of the family; go to bed; obtain vaccine.

For additional information contact the American Public Health Association, 1790 Broadway, New York, N.Y. 10001, for information on public health problems and for surveys on State and community health work.

TEACHING MATERIALS

BOOKS

Anderson, Gaylord, Arnstein, Margaret, & Lester, Mary. *Communicable disease control;* 4th ed. Macmillan. 1962.

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National Commission on Community Health Services. *Health is a community affair.* Bethesda. The Commission. 1966.

New York State Education Department. *Health and nutrition lesson plans, adult basic education.* Albany. The Department. 1967. (Also available in a Spanish edition.)

Peacock, D. B. & Gold, E. R. *Introduction to immunology.* Baltimore. Williams & Wilkins. 1965.

Top, F. H. *Communicable diseases and infections;* 4th ed. St. Louis. Mosby, C. V. 1960.

U.S. Department of Health, Education, and Welfare. *Programs and services.* Washington. The Department. 1966.

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Galton, Lawrence. "When wonder drug meets wonder boy." *New York Times Magazine.* 111:78-90. April 8, 1962.

"How your body fights infection." *Reader's Digest.* 80:77. February 1962.

Marley, Faye. "Vaccines - past to future." *Science News.* 89:512. June 1966.

Wilbur, C. L. "Trends in federal approach to health matters and how they affect state and local public health practice." *American Journal of Public Health.* 56:1136. July 1966.

PAMPHLETS

The Equitable Life Assurance Society of the United States, 1285 Avenue of the Americas. New York, N.Y. 10001. *Common sense about common diseases.* Health Education Leaflet #8.

Public Affairs Pamphlets, 22 East 38th St., New York, N.Y. 10016. *Meeting the cost of Medicare care.*

FILMS

The eternal fight. UNF. 1951. 18 min. sd. b & w. F-NYSDH.
A dramatic story of a man's age-long battle against communicable disease.

How to catch a cold. ICPC. 1951. 10 min. sd. color. F-NYSDH.
This Walt Disney production shows how colds are spread and how they may be the first symptom of more serious illness.

The infectious diarrheas. CDC. 15 min. sd. color. F-NYSDH.
Provides a general understanding of the overall problems involved in the control of some enteric diseases.

Killer at large. CFI. 1962. 28 min. sd. b & w. F-NYSDH.
A true story of a smallpox carrier tracked down after an intercontinental search.

Sneezes and sniffles. MGH. 1955. 10 min. sd. b & w. F-NYSDH.
This film effectively portrays the most common ways in which viruses are spread and also shows how the body defends itself against germs.

FILMSTRIPS

Shots for your health. NYSED. 1967. 6 min. sd. color. F-NYSED. Joe Martin cuts his hand on a rusty nail and learns about the need for tetanus immunization after a near bout with death.

TRANSPARENCIES

Keep well with vaccine. NYSED. 1967. 10 masters. b & w. F-NYSED.

SECTION X - QUACKERY

GENERAL TOPIC

What are the dangers of the health quackery problem?

TEACHING OBJECTIVES

- To develop an awareness of the scope of the health quackery problem
- To aid in the selection of qualified medical help and reputable health products
- To become more knowledgeable in evaluating the hazards of self-medication

STUDENT UNDERSTANDINGS

- Ignorance and gullibility are the major reasons why quackery in its many forms is flourishing in our country.
- Following the advice of a quack may lead to fatal postponement of needed medical diagnosis and treatment.
- A person should seek qualified medical advice before purchasing health devices or medication.
- One should evaluate all consumer products designed to promote or cure disease before using them.
- As a consumer of health products, many Americans have poor judgment.

CONTENT

- How serious a problem is health-related quackery?
- What are the guidelines for purchasing drugs?
- What kinds of medical specialists treat various maladies?
- What considerations are important concerning the practice of self-medication?

TEACHING METHODOLOGY

Begin by briefly discussing the dangers of quackery, the so-called art of selling fake medicines, food products, and curative devices. Explain how much is spent by the ignorant and gullible. For example, arthritis victims spend over $250 million a year on such items as copper bracelets, vibrators (which may prove injurious), cure-all books, etc. Cancer sufferers pay exhorbitant prices for electric blankets, while diabetic patients buy a concoction made from boiling broomstraws. Despite the fact that there is no cure for baldness, firms making such fake preparations gross millions.

Invite a speaker from the local Better Business Bureau or local Department of Public Health to present an overview of the local quackery problem and the defense mechanisms used to combat the situation. (See Inschool Speakers, Appendix B, p. 305.) Brief the speaker in advance concerning the nature of the class, and provide him with an outline of material to cover. Use student aid to develop an outline similar to the one below.

SAMPLE OUTLINE

A. The Methods of Quacks
   1. Kinds of Products
   2. Kinds of Sales pitches

B. Regulations Concerning Quackery
   1. Federal
   2. State
   3. Local

C. Protective Agencies
   1. Better Business Bureau
   2. Health offices

Allow time for questions similar to those below after the presentation.

- What are some ways that a person might detect quackery?
- What have the Federal, State, and local governments done to protect the consumer?
- What are some guidelines the consumer can use for self-protection?
- To what organization should a victim report a quack or quack device?

Discuss briefly the Federal Food, Drug, and Cosmetic Act of 1938 which protects the consumer by setting up standards of quality and quantity for specific health products. Caution that it does not guard the consumer from the use of misleading phrases in advertising or commercial innuendo. Illustrate how the sales of so-called health items have been increasing. One example is yogurt, which has the same nutritional value as milk but which sells at a much higher price because of the health claims. Producers of so-called health foods imply that the normal American food supply is nutritionally deficient which is obviously not true.

Ask each student to bring to class an advertisement of a health product clipped from a newspaper, magazine, or taped from a radio or television commercial. Elicit class evaluation of each item relative to its implied characteristics. Does the product provide all that the ad implies it does? The following are examples of some "catch-phrases" to look for:

- Toothpaste ("when used regularly")
- Cereals ("more go power")
- Baldness cures ("improvement in 2 weeks")
- Mouthwash ("prevents the common cold")

In the final analysis, use the following guidelines stated by John S. Sinacore in *Health, a Quality of Life* to evaluate health products:

- Do the directions lead to self-diagnosis and self-medication?
- Are services sold on the basis of personal testimonials?
- If research findings are quoted, who did the research? Were they qualified and unbiased people?
- If authorities are quoted, who are they?
- If literature is presented, is it acceptable to medical, dental, and public health professionals?
- Does the sales appeal play on fear, superstition, or belief?
- Is the sponsor of the product or service a recognized, *bona fide* organization?
- Is the product offered as a cure-all or as a sure cure for cancer, arthritis, or heart disease?

Obtain additional guides from the Federal Trade Commission, Washington, D.C.

Examples:

- *Fight back! The Ungentle Art of Self-defense*
- *Guides Against Bait Advertising*
- *Investigate - Stop - Look*
- *Let's Join Hands to Prevent Consumer Deception*

Stress that preparation for the profession of medicine requires 4 years of college work, an additional 4 years of medical school, plus a 1 or 2 year internship. Explain that physicians are licensed by the State Board of Regents before they can practice. The physicians thus trained are usually referred to as general practitioners or family doctors.

To be a medical specialist requires advanced specialized training, practice in the speciality for two or more years, plus the passing of an examination by an American Examining Board. One may check the qualifications of a physician by referring to the American Medical Association Directory. Ask the County Medical Society to recommend a reputable physician who might visit the class and explain the varieties of medical specialists and the services provided by each. (See Inschool Speakers, Appendix B, p. 305.) In addition, the person should be well versed in the various proprietary drugs (nonpatented) and known nostrums on the market.

Brief the speaker in advance concerning the nature of the class and provide an outline of the materials which he is to cover, such as the following:

- Names and services of local medical specialists—location and availability

- Referral agencies in community—type of help provided
- Quack devices on the market—birth control, cancer, mechanical devices for self-treatment, pills, and tonics

Encourage student participation in the developing of the outline and in the preparation of the questions to ask the speaker at the conclusion of his presentation.

SAMPLE QUESTIONS

- How can a layman distinguish a legitimate doctor from a quack?
- What costs accompany a specialist's service?
- Where can a person obtain comparable, yet less expensive, specialized treatment?
- How can a person evaluate the safety and/or effectiveness of a nonprescription drug or medical device?

Illustrate the fraudulent practices in the area of "cancer cures" and "arthritis cures." Stress the fact that the delays caused before a victim reaches legitimate treatment can make the difference between life and death. When the person with a terminal case of cancer seeks out a quack, the only visible result is usually the exchange of money that takes place. Consider the following lesson as a guide to the intelligent practice of utilizing drugs or health devices in time of distress. Conduct this lesson as a discussion, not a question-and-answer exercise. Begin by reading the following story to the students:

The story by Donovan Forward begins in the imagination of a lonely, frightened man who has just been told by his physician that he has terminal cancer. He is beyond help and will probably die within a few years.

An announcement like this is heart-rending for the physician. He knows the fear and desperation in the mind of the patient—fear of death, fear of pain, and fear of the unknown. The man tells himself that he is too young to die and that he wants to live life to the fullest. Still, he knows he will die if the physician's diagnosis is correct.

But could it be that the doctor was wrong? It is possible that someone already has discovered a cure for cancer?

This hope stimulates his determination to escape, even if it is into the realm of unreality. He is now susceptible to the most villainous brand of deceit, cancer quackery.

Soon he starts thumbing through the cheap health magazines and quack brochures and tries dozens of supposedly guaranteed remedies. He will patronize every form of unscrupulous pseudo-medic and try all the electric-wave gadgets and physical therapy programs. He may soon believe himself cured and destined to live happily ever after—that is, until he dies of cancer.

This is a tragic story, but it would be even more tragic if this man should influence another cancer victim, a friend or relative possibly, to defer competent medical treatment in favor of a quack "cure." It has been estimated that nearly half of all the cancer-caused deaths in this country could be prevented by early detection and treatment. The same conclusion is true for many related health problems.

After students have read or been told the above story, ask the following questions:

QUESTIONS	POSSIBLE RESPONSES
What motivates a person to rely on self-medication?	Fear, ignorance, gullibility, influence of friends
What choices can a person make to avoid self-medication?	Contact a physician, the local Medical Society, or Welfare Clinic
To what extent should a person rely on his own judgment regarding medical treatment?	From his own accumulation of knowledge, intelligence, and common sense
How would you react if you were the man in the story?	Opinion reaction
Can you understand how this man could fall prey to quackery?	Opinion reaction
What choices did he have?	Further diagnosis, hope for a scientific miracle, acceptance of fate
What influence might a person practicing self-medication have on others?	Reduction of fears; encouragement of misuse of drugs; creation of false hopes

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Obtain the film, *Fraud Fighters*, from the health Film Library, New York State Department of Health, Albany, N.Y. 12208. This film depicts the governmental safeguards that apply to all health products and points out that vigilance is essential to protect the health and economy of consumers since new products appear on the market daily. (See Use of Commercial Films, Appendix A, p. 301.)

Use the following questions after the film to aid in the promotion of greater understanding. Avoid asking questions which require a "yes" or "no" answer,and do not allow any particular student to engage in a private dialog. Direct each student question back to the class.

- What is the government's role in combating quackery?
- How does the government supervise quack selling?
- What products now on the market do you consider quack products?
- What tests must a product pass to be considered legal?
- What governmental agency polices false advertising?
- How does government supervision help the consumer?
- Why should the consumer concern himself with government restrictions on products?
- What other safeguards does a consumer have?

TEACHING MATERIALS

BOOKS

Caplovitz, David. *The poor pay more.* New York. Free Press of Glencoe. 1963.

Carson, Gerald. *One for a man and two for a horse.* New York. Doubleday. 1961.

Consumer Reports, Editors of. *The medicine show.* New York. Simon and Schuster. 1961.

Consumers Union, Editors of. *Consumer reports buying guide.* New York. Doubleday. 1966.

Holbrook, Stewart. *The golden age of quackery.* New York. MacMillan. 1959.

Margolius, Sidney. *The consumer's guide to better buying.* New York. Pocket Books. 1966.

Schoenfield, David and Natella, A. A. *The consumer and his dollar.* Dobb's Ferry. Oceana. 1967.

Trump, Frederick. *Buyer beware.* New York. Abingdon Press. 1965.

PAMPHLETS

American Association for Health, Physical Education, and Recreation, National Education Association. 1201 16th St., N.W., Washington, D.C. 20036.
Health education vs. medical quackery. Trawick, J. L.

American Medical Association, Dept. of Health Education, 935 N. Dearborn St., Chicago, Ill. 60610.
Beware of health quacks.
Mechanical quackery.
Merchants of menace.
Nostrums and quackery.

Better Business Bureau, Education Division, Chrysler Bldg., New York, N.Y. 10017. (or available from your local office)

New York State Congress on Health Quackery Proceedings, Medical Society of the State of New York, 750 Third Ave., New York, N.Y. 10017.
Quackery.

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Hearings of Congress, Congressional Record.
Mail order quackery.
Your money and your life. F.D.A. Publication #19.

PERIODICALS

"Mail order quacks' harvest: dollars and death." Kursh, Harry. *Today's Health.* 39:30-35. March 1961.

SPECIAL TEACHER RESOURCE KIT

Dept. of Health Education, American Medical Association, 535 N. Dearborn St., Chicago, Ill. 60610.

FILMS

Fraud fighters. MGH. 1950. 17 min. sd. b & w. F-NYSDH.
Government agents supervise the sale of health products throughout the country to eliminate fraudulent practices.

The health fraud racket. CFL. 28 min. sd. color. F-NYSDH.
This film exposes the trappings of the fraud, the quack, and the charlatan.

Quacks and nostrums. MGHT. 1959. 19 min. sd. b & w. R-UILL.
Medical quacks use many methods to dupe the consumer despite local and Federal regulations.

OTHER SOURCES OF INFORMATION

Consumers Union, 17 Union Square, New York, N.Y. 10003.

SECTION XI - THE ENVIRONMENT

GENERAL TOPIC

Why should individuals be concerned about their environment?

TEACHING OBJECTIVES

- To create an awareness of the problems of environmental pollution
- To arouse interest in reducing environmental pollution
- To involve the student in activities to improve his environment

STUDENT UNDERSTANDINGS

- Everyone's health, safety, and happiness is jeopardized by environmental pollution.
- There are many forms of environmental pollution.
- The careless actions of many individuals are responsible for many of our pollution problems.
- Conscientious action by individual citizens could substantially reduce the pollution problem.
- Appropriate group action by concerned citizens can substantially improve the environment.

CONTENT

- What evidence do we have that environmental pollution is a problem in the community?
- What kinds of environmental pollution are there?
- What is now being done to alleviate pollution?
- What can individuals do to improve their environment?
- What can groups do to improve the surrounding environment?

TEACHING METHODOLOGY

Give copies of the predictions listed below, or display a copy for the students by means of the overhead projector or the chalkboard.

STUDENT INFORMATION SHEET

Others disagree, but scientists have solid experimental and theoretical evidence to support each of the following predictions:

- In a decade, urban dwellers will have to wear gas masks to survive air pollution.
- In the early 1980's, air pollution combined with a temperature inversion will kill thousands in some U.S. city.
- By 1985, air pollution will have reduced the amount of sunlight reaching earth by one-half.
- Increased carbon dioxide in the atmosphere will affect the earth's temperature, leading to mass flooding or a new ice age.
- Rising noise levels will cause more heart disease and hearing loss. Sonic booms from SST's will damage children before birth.

Courtesy of *Life*, January 30, 1970.

Discuss the credibility of each of the predictions separately. Ask the students questions similar to the following about each of the predictions.

- Do you believe this event is likely to happen as predicted? Why?
- What is likely to be the effect on us if it does?
- What can man do to prevent the prediction from becoming true?
- What can we, as individuals, do to prevent the prediction from happening?

- Do you think the necessary steps will be taken to prevent this catastrophe? Why?

Organize student committees to invite a panel of experts interested in improving the environment to speak at the school at an assembly program or to the class about the extent of the pollution problem in the local area. (See Appendix B, Inschool Speakers, p. 305.) Invite local experts, such as sanitation officials, health officers, park superintendents, conservation officials, high school science teachers, leaders of conservation groups, representatives of fish and game clubs, water department officials, leaders of outdoor groups, and officials of noise-abatement societies.

Have students prepare in advance, in writing, appropriate questions to be answered by each of the various participants during the discussion. A master copy of these questions should be given to each panel participant in advance of the presentation. Students should be encouraged to ask followup questions during the question-and-answer period of any of the participants who do not clearly indicate answers to the advance questions in their formal presentations.

Questions similar to the following can be submitted by the group to panel members.

- What is the extent of this problem in our area?
- How serious is it to the health and livelihood of the population?
- What evidence is available to show that health is being adversely affected in this area?
- What are the causes of this problem?
- Has anything been done in the past to correct this problem? If so, what?
- Is anything being done now to correct the problem?
- In your opinion what is the solution to this problem?
- What would the cost of this solution be?
- Would your solution cause any harm to local businesses? How?
- Would your solution cause any people in the locality to lose their jobs? If so, how many?
- Would your solution cause any other adverse effects on the community or its population? Explain.
- Is the solution you propose worth the price in your opinion? Explain why.

The above procedure should provide the students with a good overview of the total problem in their community. As a result of the information and perspective gained as a result of the above, have students organize a second panel or panels. These succeeding panels should be made up of representatives of those industries, government departments, and other groups accused of contributing to environmental problems. Panels should be limited to four or five members.

A letter could be sent to each group named in the first panel, indicating that students have become aware of an environmental problem resulting from their activities. The group can then be invited to send a representative to speak to the students to present its viewpoint on the subject. This letter should be phrased most diplomatically so as to insure participation in the panel.

Encourage students to plan questions they would like the panel to answer. The class or a committee should select a group of questions to be submitted to the panel members in advance. Encourage students to ask followup questions during the question-and-answer period. Questions similar to the following can be oriented specifically to the problem and group under consideration.

- Does your group or industry consider that an ecological problem exists from _________(describe action)? Why?
- What do you consider to be the cause of the undesirable situation mentioned above?
- What can be done to correct it?
- Is anything being done now to alleviate the problem? Explain.
- Can the group you represent do anything to correct the situation in the future? Explain. What would it cost?
- Would your solution cause any harm to local business? How?
- Would your solution cause any loss of employment in the area?
- Would your solution cause any other adverse effect on the community or its population? Explain.

Instead of a series of panels such as those described above, the instructor may wish to have small groups of students go into the community and interview first a group of experts interested in improving the environment, and later, the representatives of groups suspected or accused of causing ecological problems. (See Appendix B, Out-of-School Interviews, p. 305.) If reluctance is encountered in getting representatives to come to the center to participate in panels, the interview procedure may have to be used. A combination of panels and interviews may also be used. Those groups which are not disposed to send representatives to the center may be selected for probing by means of student interviews. In this way a well-rounded representation of conservationists and alleged ecological disturbers can be heard.

Have students form committees to survey the extent of environmental problems in their own neighborhood or community. A committee could be formed to investigate the effects of each problem which may exist in the community. (See Appendix B, Out-of-School Interviews, p. 305.) Some examples of possible committee investigations are given below.

- Air pollution:
    - Through the county or city health department find out the incidence of death from respiratory ailments each year for the past 10 years.
    - Ask for a comparison of the county or city figures with those for the Nation as a whole.
    - Ask for a comparison of these rates for 15, 20, 25, 30, 35, 40, and 50 years ago.
    - Ask the appropriate officials to account for any significant changes in these figures over the years.
    - Ask officials to account for any significant differences between the figures in the local area and the Nation as a whole.
    - Report to the class about the extent of the air pollution problem in their community.
    - Investigate the major causes of the local air pollution.
    - Interview knowledgeable people from:
        - Interested citizen groups
        - Local newspapers
        - Local chambers of commerce
    - Report to the class about what can be done to improve or remedy the situation.

- Water pollution:
    - Investigate the extent of this problem by appropriate interviews with members of the:
        - County or city health departments
        - City sewerage department
        - City water department
        - Editorial staff of local newspapers and radio (TV) stations
        - Local fish and game clubs
        - Local boating clubs
    - Find answers to questions such as:
        - Does the community have an adequate supply of pure water for the present and future? (If not, find out why.)
        - Are local rivers and lakes safe for swimming? (If not, what are the sources of pollution?)
        - What is being done to abate pollution?
        - What State and Federal laws are there on water pollution?
        - Are there local ordinances to prevent pollution?
        - Are these being enforced now? How?
        - Are more local ordinances needed on this subject?
        - What can be done in the future to abate pollution?
        - Are these efforts enough?
    - Report to the class about what can be done to improve or remedy the situation.

- Land pollution: Survey the extent of land pollution in the neighborhood or community. Investigate the condition, status, and use of vacant land in the community. Subcommittees can be formed to investigate each of the following topics. Each should present a report to the class after a survey.
    - What public parks are available for recreational use by people in the community?
        - What kinds of recreation are they used for?
        - What kinds of people use them?
        - Are they crowded? If so, when?
        - Are they clean and well kept up? If not, why?
        - Is there a need for more park facilities? Why?
        - Is there more publicly owned land which could be developed for recreation? Where?
        - Is there privately owned land which could be used for recreational purposes? Where?
    - What is the condition of the vacant land in the community?
        - What is this land used for?
        - Who uses it?
        - Who owns it?
        - Could the community use some of it if it were cleared and cleaned up? What for?
        - Do kids in the neighborhood have a place to play games off the street?
        - Is there any vacant land which could be cleaned up for playgrounds? Where?
        - Who might clean up some of the vacant land?
    - Are the streets and sidewalks in the neighborhood clean and well kept?
        - What does the government do to clean the streets?
        - What do property owners do to keep their portion of the street and sidewalk clean?
        - What do tenants do to keep the sidewalk and street in front of their building picked up?

- What do the people of the neighborhood do to litter up the streets?
- What could everyone do to keep the streets cleaner?
- Is trash and garbage collection adequate? How could it be improved?
- Could the looks of the buildings in the neighborhood be improved? How?
- What local laws and ordinances are there to help keep the streets clean?
- Are the existing ordinances being enforced? If not, why not?
- Are new city ordinances needed to make people keep the streets clean? If so, what ordinances are needed?

Have students organize a committee to investigate the local sewage disposal plant. Help them arrange a tour of the facilities for themselves with local municipal officials. Have members of the committee interview local officials as to the adequacy of local disposal facilities. (See Appendix B, Out-of-School Interviews and Field Trips, pp. 305-307.) Have students check whether all sewage from the municipality is presently going through the disposal plant or whether some is going untreated into the river.

Arrange a committee report to the class.

Have students organize a committee to investigate garbage and trash disposal areas run by the municipality by visiting disposal areas and interviewing officials in charge. (See Appendix B, Out-of-School Interviews, p. 305.) Have this committee analyze the adequacy of the garbage and trash collection and disposal system used by the community. Encourage them to check State and local ordinances governing this procedure to see if they are adequate. Pictures of adequate and inadequate disposal methods in use can be taken and displayed on the bulletin board. (See Appendix A, Use of Still Prints and Slides, and Use of Bulletin Boards, pp. 303-304.)

Have the committee report the findings to the class.

Have students organize a committee to locate and investigate informal or unauthorized disposal areas in the community, such as:

- Abandoned car lots (unauthorized junkyards)
- Roadside dump sites
- Areas where vegetation is affected by one form or another of pollution

Encourage the students to take pictures of these sites and incorporate them in their reports to the class. (See Appendix A, Use of Still Prints and Slides, p. 303.) The teacher might encourage the committee to present its findings to the press for future investigation and publicity.

Encourage a committee to take a survey of **the** effects of rat infestation on a small segment of the population. Choose a relatively small area of a few square blocks near the center. Have students survey each family in the area selected, using a questionnaire similar to that which follows. (Instruct students that they need not always ask all the questions, if they begin to get "no" answers.)

STUDENT INFORMATION SHEET

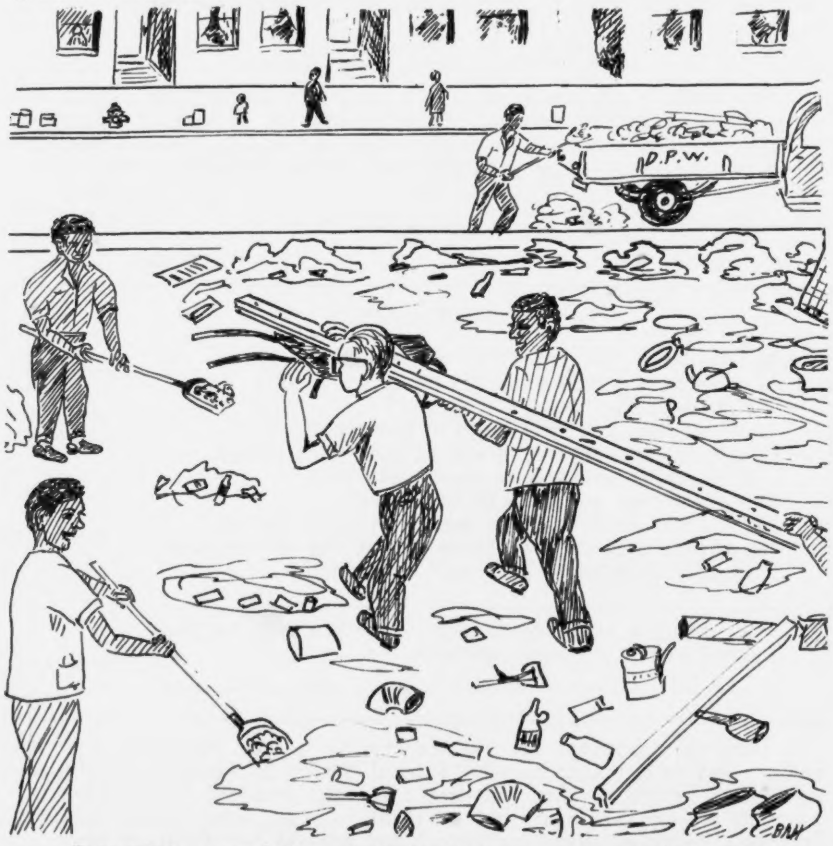
RAT-INFESTATION SURVEY

	Yes	No
1. Do rats ever come into this building?	___	___
2. Is your family ever bothered by rats in this apartment (or house)?	___	___
3. Have you seen any rats in your apartment?	___	___
4. Have rats ever destroyed any of your furnishings or clothing since you have lived here?	___	___
5. Have rats ever gotten into food here?	___	___
6. Have rats ever bitten any member of your family?	___	___
7. Has anyone ever done anything to get rid of the rats in this building? If "yes," explain. ________________	___	___
8. Have you done anything to get rid of the rats in your apartment? If "yes," explain. ________________	___	___

Have the committee compile the results of the survey in absolute numbers and in percentages of the total number of families in the area surveyed. If the results indicate a serious problem, help students identify appropriate municipal officials (mayor, councilmen, health officers, building inspector, etc.) and present the findings to these officials. Request that appropriate action be taken in the area. (State aid is usually available to municipalities for rodent control.)

Organize a committee to survey the playground areas available for children in the neighborhood or community. Attention should also be given to the cleanliness of the grounds and the condition of the recreational facilities available, such as swings, merry-go-rounds, etc. The committee should contact appropriate city or school officials to determine the number of children inhabiting the area surveyed. The amount of recreational space and the facilities available for each hundred children can then be computed.

If playgrounds seem inadequate for the area, a committee can be organized to investigate the possibility of creating new playgrounds from vacant land.



Encourage a committee of students to organize a neighborhood project to clean up and maintain a vacant lot to be used as a playground by children. Help the committee to take such necessary steps as:

- Getting permission from the owner (governmental or private) of the land
- Enlisting the help of the municipal sanitation department to haul away the trash collected from the site
- Collecting empty oil drums for repainting as trash receptacles on the site
- Organizing a group to supervise continued maintenance and upkeep of the area

A more ambitious project might be undertaken by selecting an unused parcel of publicly owned land to be converted into a "people's park." After the initial cleanup, landscaping operations are needed. If students can recruit the necessary labor, neighborhood merchants and local government officials can often be persuaded to provide such necessities as trucking service, topsoil, fertilizer, grass seed, paving slabs, shrubbery, flowers, benches, and street lights. Local service clubs may also be willing to cooperate by organizing a committee for community beautification.

Encourage students to write letters to industries, governmental agencies, and individuals who are identified as major environmental polluters. Letters should state:

- What evidence the sender has of the alleged pollution
- The harmful effects of this pollution on the environment and/or the population
- What might be done to eliminate or reduce the pollution

The writer should also inquire about steps which may already be underway to reduce pollution, as well as future plans for remedying the situation.

Students can also be encouraged to write letters to public officials such as councilmen, mayors, State senators and assemblymen, and U.S. Congressmen. These letters should outline local ecological problems, propose desired action on the part of the public official to reduce the problem, and request information on action being taken.

TEACHING MATERIALS

PAMPHLETS

American Association of University Women, 2401 Virginia Avenue,
N.W., Washington, D.C. 20037.
Resource directory on pollution control. 75¢.

Clean Water, Washington, D.C. 20242.
Suggestions about what communities can do to combat water pollution. Free.

Isaac Walton League of America, 1326 Waukegan Road, Glenview, Illinois 60025.
Clean water - it's up to you.

National Wildlife Federation, 1412 16th St., N.W., Washington, D.C. 20036.
Conservation directory - a guide to all state and national sources of conservation and environmental information. $1.50.

Public Affairs Pamphlets, 381 Park Avenue South, New York, N.Y. 10016.
An environment fit for people, Pamphlet #421. 25¢.
The battle for clean air, Pamphlet #403. 25¢.

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
No laughing matter (cartoon form). 70¢.
Primer on waste water treatment. 55¢.
Showdown. 65¢.
From sea to shining sea. (bibliography). $2.50.

FILMS

Air pollution, everyone's problem. KSC. 1965. 20 min. sd. color. F-NYSDH. R-SUNYA.
The story of air pollution in California, its causes and effects, with emphasis on industry's cooperative approach to a solution.

A decent burial. CT. 1964. 12 1/2 min. sd. color. F-NYSDH.
Explains the sanitary-landfill method of refuse disposal in nontechnical terms with animation.

The first mile up. NFBC. 1963. 28 min. sd. b & w. F-NYSDH.
A study of the current air pollution problem.

Habits and characteristics of the Norway rat. UWF. 28 min. sd. b & w. F-NYSDH.
Shows how the rats live and obtain food and shelter.

Keep 'em out. USPHS. 10 min. sd. b & w. F-NYSDH.
How rats spoil food, destroy buildings, and spread disease.

Municipal sewage treatment processes. UWF. 1951. 13 min. sd. b & w. F-NYSDH.
Depicts the basic methods of sewage treatment used to prevent sewage from polluting streams.

Our changing environment. EBE. 1965. 17 min. sd. color. R-SUNYA.
Reveals the waste of resources in cities, woodlands, and the pollution of river waters and of the air.

Sanitary landfills. USPHS. 18 min. sd. color. F-NYSDH.
Shows approved method of waste disposal by the landfill operation method.

Sanitary storage and collection of refuse. USPHS. 1952. 19 min. sd. b & w. F-NYSDH.
Depicts the operations essential in the sanitary handling and storage of refuse by individual citizens, and the municipal collection of such refuse.

Use of anticoagulants in rodent control. USPHS. 1961. 11 min. sd. color. F-NYSDH.
Describes advantages of various forms of anticoagulants available and the most efficient means of using them.

The waters around us. WNYC. 1952. 25 min. sd. b & w. F-NYSDH.
Deals with the problem of water pollution as it affects New York City.

Water pollution on the Mohawk. 1962. 28 min. sd. b & w. R-SUNYA.
Reports the pollution of the Mohawk River over its entire length.

With each breath. NYSDH. 28 1/2 min. sd. color. F-NYSDH.
Dramatizes and documents the story of the New York State Air Pollution Control Program.

CURRICULUM FOR OCCUPATIONAL ORIENTATION

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SECTION I - ORIENTATION TO THE CENTER

OVERALL TEACHING OBJECTIVES

The teaching objectives of this portion of the daily program are:

- To explore vocational fields
- To broaden the participant's understanding of conditions and his role in the world of work

INTERACTION SEMINARS

Because of the learning abilities of the participants, the teacher's presentation of the topic should be kept as brief as possible. Teachers should make extensive use of audiovisual techniques and material that will provide interesting discussion topics for the interaction seminars. When introducing topics with which some participants have had personal experience, interested students can be given the chance to present the general topic. Following the introduction of the general topic, the participants will divide into three small groups to discuss topics related to the ideas presented. The youths should be encouraged to react to them in accordance with their personal experiences and thoughts.

DAILY ORGANIZATION SESSION

The daily organization session will precede each day's activities. The planning and responsibility for this part of the program will belong to the administrator. During this time, general announcements may be made and information concerning topics to be discussed in the various interaction groups may be presented.

This time will also be used for guest speakers and films that relate to areas being discussed and explored in the interaction groups. Since all time allotments for the program are flexible, the length of these sessions will vary according to need. For instance, if a guest speaker or film is scheduled and additional time is required, the general topics for the interaction groups can be postponed and the small group meetings can be devoted to the topic in the film or that of the guest speaker.

INTERACTION SEMINARS

The first phase of the program will be devoted to orientation of the students.

The general aims of this phase of the program will be:

- To permit student participation in the organization and planning of the program
- To present introductory material related to the center and the world of work
- To evaluate each student's general aptitudes, attitudes, interests, and communication skills without a formal testing program
- To realistically appraise the students' needs for worthwhile participation in the world of work
- To interest students in the program by showing how the center can assist them in finding a satisfying place in the world of work

During the interaction seminars, the students will be divided into four groups. Each of these four groups will be in session at the same time, and each will cover a different phase of a broad general topic, if the topic lends itself to this approach. The topics should be rotated among the groups so every student will have an opportunity to discuss all of the topics by the end of the week.

Each of the four groups will be led by a team of three members of the staff. Three teams will have a counselor and two teachers, while the fourth team will consist of the staff psychologist and two teachers. The team-teaching approach will be used to plan the program. One member of the team will present the broad aspects of the general topic to the entire group. The large group will then be broken down into smaller discussion groups, each led by a member of the team who will explore further more specific avenues of information.

SUGGESTED INTERACTION SEMINAR TOPIC: Orientation to the Center

GENERAL TOPIC

What is the purpose of the center?

TEACHING OBJECTIVES

- To acquaint the student with the various activities of the center which are aimed at helping him find a place in the world of work
- To invite the student to participate in the planning of the program at the center
- To inform the student concerning what is to be expected of him in the way of attendance, deportment, and outside assignments

STUDENT UNDERSTANDINGS

- Students can gain long-range benefits by participating in this program.
- The center offers students an opportunity to become gainfully employed.
- The cooperation of the student is essential if he is to realize the maximum benefit of the program.
- The center will evaluate each student's attitudes, interests, and skills without a formal written testing program.
- Each student will have to determine realistically the necessary changes that will enable him to succeed.
- The center will assist the students to find a satisfying occupation.

CONTENT

- What are the proposed activities of the center?
- To what extent are the students expected to become involved in the planning of the program?
- What are the regulations of the center?
- How does the center assist in job placement?

TEACHING METHODOLOGY

Follow an initial day schedule plan such as the one suggested below:

FLEXIBLE TIME SCHEDULE

8:45 - 9:25 Large group meetings. Making extensive use of transparencies on the overhead projector, explain the functions of the center.

- Explain the goals of the program in such a way that the relationship of the program to the world of work and the value for each individual are emphasized.
- Outline the program and purposes of each time period.
  - Flexibility of time schedule
  - Daily opening organizational meeting
  - Interaction seminars
  - Basic skills development
  - Afternoon session
- Introduce the staff and explain the services provided by them.
- Tour the center facilities.

9:25 - 10:40 Interaction Group Seminars. Divide the participants into groups of 25 for an explanation of the purposes of these daily sessions and to meet the staff members who will be in charge of them.

- Explain the purposes of the center and the program.
- Have the students visit with each staff team to meet the team members.

10:40 - 11:00 Break. Teachers and students.

11:00 - 11:45 Large group meeting. Discuss the items directly affecting students in the program:

- Financial remuneration program
- Vocational experience
- Participants advisory council

- Student involvement in planning during the next 4 days
- Materials center
- Field trips

11:45 Dismiss the students.

SUGGESTED INTERACTION SEMINAR TOPIC FOR FIRST FULL WEEK

GENERAL TOPIC

How will students be involved in planning the operation of the center?

TEACHING OBJECTIVES

- To establish channels for the free exchange of ideas between the students and the staff
- To set up an institutionalized structure for responsible student participation in planning the daily program
- To involve participants in the making of needed regulations
- To give students a sense of responsibility for the orderly operation of the center
- To make the students aware of the reasoning behind societal codes

STUDENT UNDERSTANDINGS

- The staff of the center is interested in student opinion and is sensitive to the ideas of the students concerning the operation of the center.
- The staff of the center is willing to give the student body a large measure of responsibility for determining desirable school regulations.
- The structure of the center is set up to allow for student participation in the determination of the daily operating procedure.
- Students will have a degree of responsibility for the successful operation of the center.
- The good of the majority and the protection of the rights of everyone are the bases of the regulatory code.

CONTENT

- What should be the standards of punctuality required by the center?
- What should be the requirements of attendance required by the center?
- How should the participants advisory council be organized?
- How should students' progress be reported?
- What should be the length of the reporting period?

TEACHING METHODOLOGY

Have all students assemble together for their first daily organization meeting. Using prepared overhead transparencies showing important points to be covered, explain to students that:

- Daily organization meetings will be held from 8:45 - 9:00.
- Pertinent announcements will be made at these meetings.
- Each student is assigned to a different interaction seminar group each day for discussion of topics.
- Each interaction seminar will meet regularly in an assigned room following the daily organizational meeting.
- The interaction seminars will discuss the same topics each day throughout the first 4 days of the week; the topics pertaining to the operation of the center will be determined in many instances by the participants advisory council.
- Two student auditors will be chosen at the first meeting of each group. The auditors will remain with one group for the entire 4 days and serve as interpreters of student views expressed by previous groups discussing the given topic.

Organize the interaction seminars to meet from 9:05 - 9:45. Each seminar will have three staff members assigned to it. The content questions above should be the bases of the discussions. The various groups for this first interaction seminar should be as follows:

- Group I: What should be the punctuality standards and the attendance requirements?
- Group II: How should the center deal with violations of the punctuality standards and attendance requirements?
- Group III: What should be the structure of the participants advisory council?

Group IV: What should be the progress reporting system, the length of reporting periods, and the form of reporting?

Each member of the team-teaching groups, except the psychologist, will lead one of the groups, with the students selecting the topics they wish to discuss further. The topics and group locations should be announced at the 8:45 - 8:50 meeting.

The last day of each week will be allotted to the functioning of the participants advisory council. The 8:45-8:50 period will be used for general announcements. Following this, the students will divide into 10 groups which will make up the council. They will meet with their group representatives to discuss problems, suggestions, and ideas. Following the representatives' meeting with their constituents, the representatives will then meet with the administration while the rest of the participants attend small group discussion meetings that will allow further discussion on topics presented during the past 4 days.

SECTION II - INTRODUCTION TO THE INTERACTION SEMINAR

GENERAL TOPIC

How can students explore a wide variety of vocational fields, use and improve their communications skills, and develop an understanding of conditions surrounding the individual in the world of work?

TEACHING OBJECTIVES

- To motivate behavior changes
- To cultivate in students an awareness of the need to change their present situation
- To develop the attitudes, behaviors, and understandings necessary for occupational success
- To reinforce desirable attitudes and behaviors

STUDENT UNDERSTANDINGS

- Students gain long-range benefits by participating in this program.
- The staff evaluates each student's attitudes, interests, and skills without a formal testing program.
- Each student will realistically appraise the changes necessary to enable him to succeed.
- The staff assists students in finding satisfying occupations.

CONTENT

- How do the center and interaction seminars operate?
- How is a student involved in planning these seminars?
- Is there a place in the world of work that can be satisfying to each individual?
- How will attending this center help the student to get a good job?
- Why should the student choose a vocation?
- What are some of the things the student should be concerned with in choosing a career?
- What should the student know about himself that will help the center to help him select a satisfying career?
- What kinds of work would the student like to do?
    - Is the student capable of doing this work?
    - Can the student meet the physical demands of the occupations which he is interested in entering?
    - Can the student meet the mental and educational demands of the occupation which he is interested in entering?
- How do the students attain the technical knowledge or skill needed for participation in the world of work?
- What academic skills are related to holding worthwhile jobs?
- What work habits are necessary in order for a man to maintain and improve his position in the world of work?

- Is personal hygiene important to success in the world of work?

TEACHING METHODOLOGY

For purposes of orientation, divide the students into four or more groups. If there are 100 students, have at least four groups of 25 meeting at the same time, each covering a different phase of a general topic. Organize topics for a 4-day period to give each student an opportunity to attend each discussion group and to adequately cover the major area(s) under consideration.

- Arrange for each of the groups to be led by a team of three members of the staff, a counselor, and two teachers. When appropriate, break the class into three smaller discussion groups so that there will be individual participation. Each discussion group can be supervised by one of the three faculty members of the team. *Utilize tutor-counselors also during this phase for even smaller grouping.

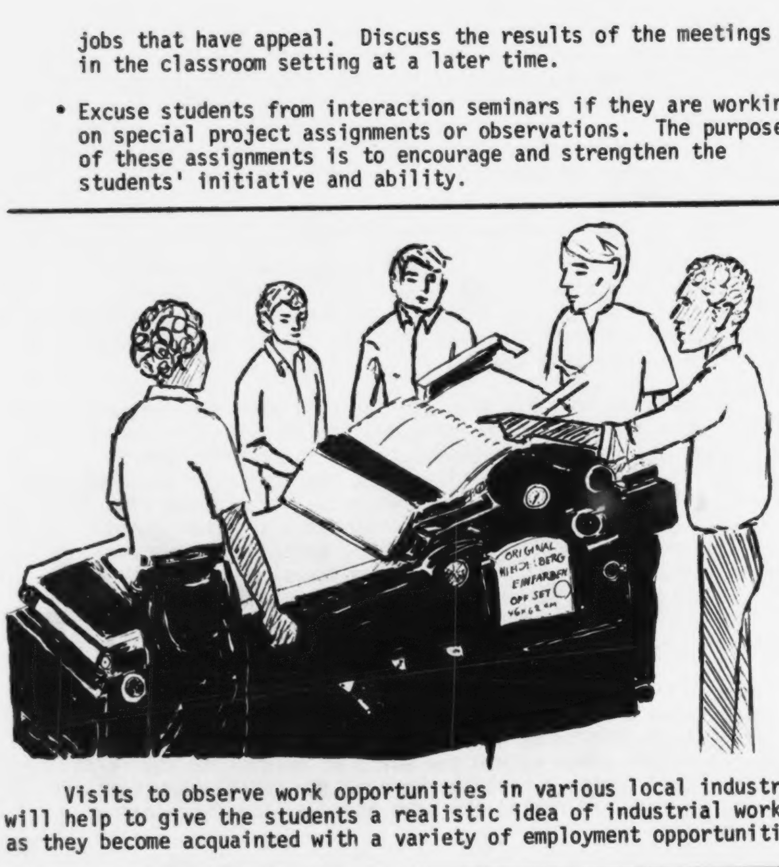
- Wherever possible, utilize the services of community resource people who are experts on the topics to be discussed. Have team members direct small group discussions exploring more specific avenues of information after the resource person has given his presentation.

- Build flexibility into the seminars by including more than one topic for discussion per period. Then, if students "talk out" a topic in less time than allotted, they may turn to something else. Give the students the opportunity to add or delete material from suggested topics.

- Assign topics to students to investigate. Have them report back to the group. They may work evenings and weekends to set up reports for the interaction seminars.

- Groups should consider meeting in plants, business establishments, educational institutions, and neighborhood centers rather than in class on certain days or evenings in order to talk with personnel directors and adult education leaders, to observe workers on the job or in training classes, and to complete descriptions of those jobs that have appeal. Discuss the results of the meetings in the classroom setting at a later time.

- Excuse students from interaction seminars if they are working on special project assignments or observations. The purpose of these assignments is to encourage and strengthen the students' initiative and ability.



Visits to observe work opportunities in various local industries will help to give the students a realistic idea of industrial work as they become acquainted with a variety of employment opportunities.

Develop units of study for interaction seminars. Preliminary teacher-student planning should include:

- Anticipated outcomes

- Necessary equipment

- Preliminary work with students on the methods by which objectives may be accomplished

- Group decisionmaking

Because of the learning abilities of the participants, the teachers' presentation of the topic should be as brief as possible. Teachers should make extensive use of audiovisual techniques (see

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* Work-study students are those who receive income from the Federal Government for their work with community programs. Since they need funds to carry on their own education, they should have excellent rapport with the type of student who enrolls in this program. Their services can be utilized at any time during the day or evening or on weekends to tutor and counsel.

Appendix A) and set up interesting discussion topics for the interaction seminars. When introducing topics with which some participants have had personal experience, give interested students the chance to present the general topic. Following the introduction of the general topic, divide the participants into three small groups to discuss related topics. Encourage the students to present their reactions to ideas in accordance with their own personal experiences and thoughts.

The planning and responsibility for the daily organization session which precedes each day's activities belong to the administrator. He may use this time to make general announcements and distribute information concerning the topics to be discussed in the various interaction groups.

The administrator may also utilize this time for the presentation of guest speakers and the showing of films that relate to the areas being discussed and explored in the interaction groups. Since all time allotments are flexible, the length of these sessions can vary according to need. For instance, if the scheduling of a guest speaker or a film requires additional time, the general topics for the interaction groups can be postponed. The small group meetings can then be devoted to discussion of the topic in the film, or that of the guest speaker. At times there may be no need to hold an organizational session, and everyone can proceed immediately with his seminar.

Following the first weeks of student orientation, the interaction seminars should be used to provide opportunities to explore realistic career areas within the world of work. The aim is to give the participants a broad background for deciding on specific areas to be explored during the next phase of the interaction seminars.

Before embarking on this part of the interaction program, all members of the staff should read pages 74-112 and 176-201 of Robert Hoppock's book, *Occupational Information*. This material deals with various theories related to occupational choice background reading.

The presentation contains a broad overview of various career areas within the world of work. At the conclusion of this phase, the participants should be able to narrow their interests in career areas and to select specific fields for more exact exploration.

The entire student body meets briefly in a large group session to learn about the various areas to be considered in the interaction groups. Each student can then choose the group he wishes to attend.

Four or more interaction groups would then be formed, each with a team of staff members in attendance. The group would discuss problems and arrive at recommendations. Student auditors would make note of these.

The following day students attend a different seminar and add their contributions to those made on the previous day. Student auditors would remain the same throughout the series of seminars to provide continuity in summarizing the ideas of the week's meetings.

After all participants have an opportunity to voice their opinion on all topics, the student auditors meet with the staff at an afternoon planning session to design and shape four topics to be presented to the whole student body the next morning. During the following week, discussion of the topics begins.

When examining the topics for the interaction seminars, the students should discuss possible topics in the light of questions, such as:

- Why is this topic of interest to students?
- Are all students equally interested in the topic?
- How will investigation of this topic help to prepare students for a good job?
- How will investigation of this topic help students to better understand their weaknesses?
- How will investigation of this topic help students to discover their talents?
- How will investigation of this topic help students to discover their job interests?
- How will investigation of this topic help to inform students about available job opportunities?
- What sources should students investigate before discussing this topic? (Discuss reading books or pamphlets, interviewing people, etc.)
- If investigation of this topic requires any special equipment, such as overhead projectors, filmstrip projectors, movie machines, and film, is it available?
- If investigation of this topic requires the use of outside speakers or experts, such as employers or workers, how should contacts be made before planning the seminar?
- How can the objectives of this seminar be achieved?

- Will the planned sequence outlined really accomplish the objectives of the seminar?
- How can we be sure the objectives are reached?

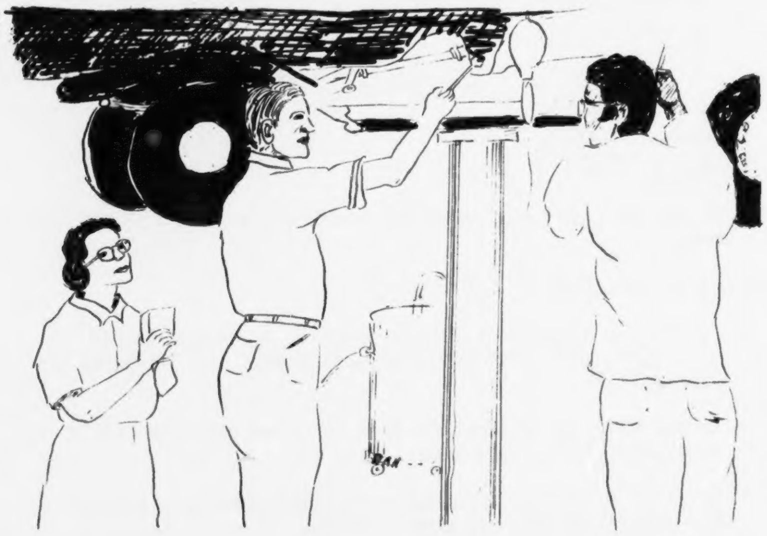
Excuse some students from interaction seminars so that they may work on special projects and assignments or make observations. The purpose of these assignments would be to encourage initiative and strengthen the ability of students to make and give reports to their peer group.

Make general presentations to the individual groups of 25 by using some form of audiovisual device (films, filmstrips, tapes, overhead projector, and slides). Staff members on the team assigned to individual interaction groups should lead discussions in their own groups.

During the last phase of interaction seminars, allow students to explore many career fields in accordance with their expressed interests. An excellent basic source material for the staff is the series entitled *Careers Research Monographs,* published by the Institute of Research in Chicago, Illinois.

Provide career insights by having several "stations" where students, placed in selective situations, determine whether certain types of work are suitable for them. A student could stay at a station for 2 weeks, 2 months, or as long as he and the supervisor or employer are interested. The stations listed are in a fairly logical order so that if a student wished, he could work at all of them. The time spent would depend upon his interest and availability of supervisors.

- Car cleaner, floor sweeper
- Assistant to auto repair mechanic
- Collision and paint room serviceman
- Specialty mechanics; i.e., front end alignment and brake service
- Assistant to parts manager
- Assistant to service manager (change tires, oil, and lubrication)



The value of career insights can be gained from personal contact with experienced people and knowledge gained from the job. Getting along with customers on the job is also important to learn.

Provide different times of day for interaction seminar students to work mornings, afternoons, or evenings with rotating schedules provided.

Set up evening meetings at which people from the community who can "tell it like it is" can meet with the students and answer questions that have been generated from interaction seminars but need further discussion in the very practical sense. (See Appendix B, Inschool Speakers, p. 305.)

When groups of students are ready, offer orientation in interviewing expectations, techniques, and job opportunities. This can be provided by personnel specialists discussing these phases in small groups with role-playing interviewing techniques. In this latter stage of the program, teachers should correlate on-the-job knowledge with the training and course work offered at the center and in the interaction seminars.

SECTION III - SELF-ASSESSMENT

GENERAL TOPIC

What do you know about yourself that will help you in selecting a career?

TEACHING OBJECTIVES

- To aid the student to make an overall appraisal of his temperament,his interests, his aptitudes, and his physical capabilities
- To motivate the student to gain the knowledge and skills necessary to find and keep a job
- To aid the student to adopt a realistic attitude toward his qualifications for specific jobs
- To aid the students to make the behavioral changes necessary for job adjustment

STUDENT UNDERSTANDINGS

- The jobseeker should be conscious of his capabilities, his interests, and his potential.
- The jobseeker should investigate those careers most suited to his talents, skills, and personality.
- A variety of job opportunities are available.
- Various agencies aid in career planning.

CONTENT

- What kind of person are you?
- What capabilities do you have?
- What kind of job would you like?
- For what kind of job are you suited?
- What are the requirements for the job in which you are interested?
- How can you qualify for a job in which you are interested?

TEACHING METHODOLOGY

Plan a 4-day interaction seminar.

- Divide students into four groups. Each group will meet at the same time, and each may cover a different phase of a broad general topic. By rotating topics, staff leaders, working in teams of three, will eventually discuss all the material with all of the groups. The following are some topics to investigate:
  - What information will aid you in making a job decision?
  - What information will aid the staff in helping the student to make a job decision?
  - Are some jobs more satisfying than others?
  - Are some jobs more physically demanding?
  - How can one obtain the skills and knowledge necessary for a job in which he is interested?
  - What academic skills are needed in getting employment?
  - What technical skills are needed?
- Use a pamphlet such as *Finding Your Orbit* by Edward G. Haldeman and others (Moravia, New York. Chronicle Guidance Publications, Inc., 1963) as a basis for group discussion. See the Bibliography for other materials.
- Use one or more of the films or tapes listed under "Teaching Materials" as a means of reinforcing discussion. (See Appendix A, Use of Commercial Films, p. 301, and Use of Audio Tape Recordings, p. 302.)
- Use the film or tape as a basis for added discussions. Keep students in small groups to allow for maximum participation and interaction of ideas. (See Appendix C, Discussion Groups, p. 309.)
- Summary Activities:
  - With staff members acting as leaders, groups should consider the relationship of ideas presented in the pamphlets, films, etc., with the questions which have arisen in various discussion groups.

- Staff members should construct a ditto sheet on which each student may record his reaction (see sample question sheet). This can provide useful data for both the job developers and the guidance counselors, as well as for staff members who might find it valuable to discuss results with individual students.

STUDENT INFORMATION SHEET

Sample Question Sheet

Temperament:	Not Sure	Yes	No
1. Do you like a job that requires repetition of the same activity?			
2. Do you like variety?			
3. Do you like to plan a job?			
4. Do you like being in charge of other people?			
5. Do you mind taking orders?			
6. Do you work better alone?			
7. Do you mind taking physical risks?			
8. Do you jump to conclusions?			
9. Do you have patience with other people?			
10. Are you shy with people?			
Interests			
1. Do you prefer working with people?			
2. Do you prefer working with things?			
3. Do you prefer working with ideas?			
4. Do you like technical jobs?			
5. Do you like working on machines?			
6. Do you like office work?			
Aptitudes			
1. Do you understand words?			
2. Can you add, subtract, multiply, and divide?			
3. Do you read easily and quickly?			
4. Do you understand what you read?			
5. Can you estimate distances and areas?			
6. Can you memorize facts?			
7. Is your penmanship readable?			
8. Can you tell your left from your right quickly?			
9. Are you good with tools?			
10. Are you clumsy with tools?			

STUDENT INFORMATION SHEET (CONT'D)

Physical Capacity	Not Sure	Yes	No
1. Could you take a job which requires lifting, carrying, or pushing?			
2. Could you take a job which requires climbing or balancing in high places?			
3. Could you take a job which requires stooping, crouching, kneeling, etc.?			
4. Could you take a job which requires handling, figuring, or feeling?			
5. Could you take a job which demands that you distinguish between colors?			
6. Could you take a job that demands much listening?			
7. Could you take a job that demands much talking?			
8. Can you work in extreme heat?			
9. Can you work in extreme cold?			
10. Can you work with noise and vibration?			
11. Do you prefer inside work?			
12. Do you prefer outside work?			
13. Does dampness bother you?			

This sequence is designed to be carried on during three class periods. The purpose is to develop the realization that personality is related to job success, and to identify self-doubts (lack of self-esteem, fear of failure, and poor personal-social relations) which may result in unfortunate outcomes on the job; for example, dismissal or failure to gain advancement. In order to conduct Session II, the teacher will need to tape-record the script.

SESSION I

Present dittoed copies of the chart *They Couldn't Hold Their Jobs* to the group. Inform the students:

This chart tells us some facts about why many office workers either fail to advance on their jobs or lose their jobs altogether.

Continue to clarify the information provided by the chart by adapting the explanation to the sophistication of the group.

STUDENT INFORMATION SHEET

THEY COULDN'T HOLD THEIR JOBS

Recently, the personnel managers of a large number of the best known business concerns in the United States were interviewed in regard to their employment policies for office and clerical employees. The results of this inquiry are as follows:

Lack of Specific Skills	Percent dismissed for cause	Percent not promoted for cause
In shorthand	2.2	3.2
In typing	1.6	2.4
In English	1.6	5.2
In dictaphone	1.3	1.6
In arithmetic	1.3	3.0
In office machines	.9	2.2
In bookkeeping	.6	1.4
In spelling	.6	2.7
In penmanship	.0	1.8
	10.1%	23.5%
Personality Defects		
Carelessness	14.1	7.9
Noncooperation	10.7	6.7
Laziness	10.3	6.4
Absence for causes other than illness	8.5	3.7
Dishonesty	8.1	1.2
Attention to outside things	7.9	5.6
Lack of initiative	7.6	10.9
Lack of ambition	7.2	9.7
Lateness	6.7	4.6
Lack of loyalty	3.5	4.6
Lack of courtesy	2.2	3.3
Insufficient care of and improper clothing	1.6	3.0
Self-satisfaction	.9	4.4
Irresponsibility	.3	.8
Inadaptability	.3	1.4
Absence due to illness	.0	2.4
	89.9%	76.5%

SUGGESTED DISCUSSION QUESTIONS:

- What are some facts this chart tells you about succeeding or failing on a job?
- Does the office worker starting out on a job intend or desire to gain the reputation for being uncooperative or irresponsible? Give specific reasons for your response.

Have the group discuss the ideas presented on the chart which shows that most workers lost jobs because of difficulty in getting along with other workers and/or supervisors rather than because of lack of specific skills. The group should consider what it means to be judged by *how* they work as much as by *what* they can do. Discuss what plans they must make to evaluate how they operate.

As a followup have:

- The group rate each member on his operational ability.
- The group decide how to handle problem-job situations.

SESSION II

Introduce the topic with a comment such as the following:

I would like you to listen to a tape of a role play of an on-the-job situation. A young girl who is secretary to the sales manager of a large public relations firm has been on the job about 2 weeks when her boss asks if he might see her in his office. (Play tape of script.)

ANTICIPATED RESPONSES:

Some group members may express extreme reluctance at being identified with menial tasks; others may feel that they would go through the motions to keep the job. The counselor should focus discussion on feelings of self; for example, self-doubt and self-esteem as they relate to job duties and title.

SUGGESTED DISCUSSION QUESTIONS:

- Since some people seem to judge a person by the kind of job he does, do you feel that you are less important if you have a job which calls for you to do things like getting coffee and running errands?
- If you are sure you are a valuable person with improved skills and education, should you be willing to do things which are out of your specialty on occasion? Explain.
- If you ask someone to get your coffee, does this mean you think little of him? Explain.

SCRIPT FOR TAPE

THE RELUCTANT SECRETARY

Narrator: The boss, after commenting on how pleased he has been with Gail's work, speaks of her apparent reluctance to help him in emergencies, for example, arranging papers on his desk or going out for coffee when guests are expected. His secretary admits that she does not wish to displease her boss, and she resents the implication that she does not like her job.

BOSS: I wonder if I might talk to you for a minute; that's why I called you in here. You've been here now about a week. I must say first that I am very happy with you. You're one of the best secretaries I've ever had. You fill just about every qualification. But it seems to me that during the last several days your attitude has changed somewhat from what it was. You seem a little reluctant to do your work and a little unhappy. Is there any particular reason for this?

GAIL: Me? I.....I have been.....

BOSS: Yes, it seems that you haven't been as bright and as happy as I would like my secretary to be.

GAIL: Well, I.....I do like my job very much. I didn't know.....I really don't think...I wasn't aware that I was acting any different than when I first came here.

BOSS: Ah, it seems to me every time I've asked you to run a small errand, you've seemed rather reluctant to do it. For instance, when we had a meeting, as we did the other day, and I asked you to go down for coffee, you seemed almost a little angry at my having asked you to do this.

GAIL: Well, I'm sorry I gave you that impression. I wasn't angry...maybe a little putout...because I guess I didn't think that a secretary should have to do this.

SESSION III

Read the questions in the following section entitled *What Would You Do?* Say to the students:

I am going to read about situations that could develop on a job, and I would like you to think about them and decide what you would do. What are your choices and how would each one work for you?

Encourage the group to discuss the various courses of action before reading the next question.

STUDENT INFORMATION SHEET

WHAT WOULD YOU DO?

1. It is your first week on a job with a large firm. You would like to make friends with the other office workers. You would also like to make a good impression on your supervisor. What would you do?
   _____ Notice and correct the errors that others make.
   _____ Speak well of the others to the boss.
   _____ Show interest in your work and a cooperative attitude toward fellow workers.
   _____ Ask to do those jobs which you can do better than some of the others.

2. An office worker who has no authority over you tells you to do something quite differently from the way you had intended. What would you do?
   _____ Do it her way.
   _____ Ignore her, and do it your own way.
   _____ Tell her it is none of her business and that you intend to do your own work your own way.
   _____ Tell her to do the job herself.
   _____ Ask tactfully for an explanation.

3. You have been working on the job as a clerk-typist with a large firm for about 2 weeks. The supervisor of your section enters the office while you are reading a newspaper when you should be working. What would be the best way out of this situation?
   _____ Continue reading the newspaper, and show no embarrassment.
   _____ Fold it up, and return to your work.
   _____ Pretend that you are making news clippings having to do with your work.
   _____ Try to interest the supervisor by reading an important headline to her.

4. Another worker is not doing her job so that you have more than your share of work to do. What would you do about it?
   _____ Explain the situation to your supervisor.
   _____ Inform her that unless she does her share of work you will tell the boss.
   _____ Do as much work as you can, and say nothing about your coworker.

5. A close friend calls and tells you she is afraid she will be late. She asks you to punch her time card for her. What would you do?
   _____ Say "no."
   _____ Say "yes."
   _____ Make some excuse as to why you would not be able to help her.

Focus the work of the group on:

- How the situation being discussed shows negative feelings about self
- How these feelings result in behavior-provoking, unfortunate results

---

Students need help in recognizing their strengths and their handicaps. The following procedure will help them to recognize which kind of behavior causes others to accept or reject them and to identify their strengths in relating to their peers.

Help the class develop a sociogram during the session in order to realize why some people are accepted and others are rejected. Use the sociogram later to identify individuals who are not selected and who may need individual counseling.

Begin the class with statements similar to the following:

Often people say, "You can choose your friends but you can't choose your family." We can say the same thing about people we work with. If we could choose coworkers the way we do friends, what would we look for?

ANTICIPATED RESPONSES:

- A buddy, someone to eat lunch with.
- I don't know.
- Somebody who's experienced on the job.

Certain people are always popular, but we need to know what kind of people we choose to be with. All of us want to be chosen by others. I've brought a question sheet to help us find what we look for in people whose company we enjoy. We're going to use our own answers to learn more about ourselves.

Distribute copies of the following question sheet,and read all the instructions with the students. Answer pertinent questions, and allow the group sufficient time to complete the sheets. Then, collect each sheet from each student so that confidentiality is maintained.

STUDENT INFORMATION SHEET

Here is a list of the names of all the members of your group. Use the list and your own ideas to answer the questions below. *Do not put your name on this paper.* The group will discuss only the reasons and not the names in your answers. *Do not show your answers to anyone.*

I would most like to work with:
1. ____________________ because: ____________________
2. ____________________ because: ____________________
3. ____________________ because: ____________________

If I could not work with those I have listed, I would then want to work with:
4. ____________________ because: ____________________
5. ____________________ because: ____________________
6. ____________________ because: ____________________

On any job the people I avoid are those who ____________________
____
____
____

List the reasons why people are chosen (reasons for first choices) on the chalkboard or on the overhead projector. List the reasons why people are avoided on a second list.

Examples:

Chosen

- Knows the job
- Helps you
- Really listens to you
- Levelheaded
- Smart
- Calm
- You can rely on him

Avoided

- Doesn't know what he's doing
- Thinks he's better than everyone else
- Can't keep anything to himself
- Doesn't care about anyone else
- Has no time for anybody
- Real goof-off

DISCUSSION QUESTIONS:

- What kinds of behavior does everyone seem to appreciate? Give some specific examples.
- What kind of behavior does everyone seem to avoid? Give some specific examples.

ANTICIPATED RESPONSES:

- Most of us want someone who'll help or show us he cares.
- Many of us don't seem to like people who stay to themselves all the time or are too busy or not interested in us.

SUGGESTED DISCUSSION QUESTIONS:

- Where do you find yourself in this picture?
- Do you have any of the strengths listed in the chosen column? Which ones? Why do you have them?
- Do you have any of these weaknesses listed in the avoided column? Which ones? Why do you have them?

Encourage individuals to estimate their strengths and weaknesses. Also encourage group members to help each other by comparing their self-evaluation in a certain area to the evaluation of others. Summarize the lesson somewhat as follows:

Probably no one of us has all the qualities other people would like us to have, but it is important for each of us to have some qualities others admire if we are to get along. The first job of each person is to take a long look at himself and to make a personal list of his own virtues and faults. Aided by the group, he should then come to decisions about how he may get along better with people.

ADDITIONAL ACTIVITIES FOR NECESSARY FOLLOWUP:

- Have each individual list his strengths and his needs for improvement. Discuss individually.
- Individual conferences: Review the student's self-evaluation, and ask him to select the area in which he will start to work.
- Group conferences: Have members of the group suggest ways of helping individuals with specific problems they all share.

TEACHING MATERIALS

BOOKS

Ganley, A. L. & Elias, G. S. *Know yourself.* New York. McGraw. 1966.

U.S. Superintendent of Documents. *Occupational outlook handbook; employment information on major occupations for use in guidance.* Washington, D.C. U.S. Government Printing Office. N.D.

PAMPHLETS

Chronicle Guidance Publications, Moravia, N.Y. 13118.
Finding your orbit. By Handleman, E. G.

FILMS

Aptitudes and occupations; 2nd ed. CORF. 16 min. sd. color. R-SUNYA.
The basic groups of aptitudes and interests are illustrated in scenes detailing various occupational categories. A counselor and a group of students discuss scholastic achievement, aptitude, and interest tests.

Automation: what it is and what it does. CORF. 1965. 14 min. color. R-UILL, SYRCU.
Explores the meaning and levels of automation from an electric can opener to transfer machines on an assembly line. Students are encouraged to consider the implications for their future and to get the best possible education.

Choosing your occupation. CORF. 1949. 11 min. color. b & w. R-UILL, SYRCU.
It is necessary to appraise one's self, study occupational possibilities, and find out requirements before picking out a job.

Personal qualities for job success. CORF. 1952. 11 min. R-BEF, SYRCU, INDU, UILL.
Shows how to apply for a job, the importance and necessity of initiative, good personal appearance, businesslike habits, willingness to take criticism, and ability to get along with others.

Self-conscious guy. CORF. 1951. 11 min. b & w. R-SYRCU, UILL.
A typical high school boy is talking before a group. After discussing being self-conscious, he finds some of his friends have overcome this problem.

You can go a long way. EBF. 1962. 22 min. b & w. R-UILL.
Points out increased competition for jobs and the technological advances which demand more education for jobs.

Your earning power. CORF. 1952. 11 min. sd. b & w. R-BEF, SYRCU, UILL.
Indicates how economic conditions, kind of job, amount of education, personal qualities, and ability to produce affect one's earning power.

TAPES

Can you land the job? IV. 14 min. P-NCAT.
Neat appearance, good speaking habits, presence of mind all help when applying for a job.

Choosing your occupation. HF. 14.5 min. P-NCAT.
Main factors involved in choosing an occupation.

How you can study occupations. IV. 14.5 min. P-NCAT.
What you should know about occupations and where to find this information.

Making good II. IU. 1961. P-NCAT.
Series intended to provide some help to young people on challenging problems of their lives.

Preparing for your occupation. IU. 14.5 min. P-NCAT.
A good school background helps in preparing one for a future job.

Preparing through experience for your occupation. IU. 14.5 min. P-NCAT.
Work experience can help the youth find the field he is best suited for at the same time he is learning.

What do you know. INDU. 14 min. P-NCAT.
We all have equal opportunity to make the best of our abilities. Our success depends on the development of these abilities.

The world of work. INDU. 1961. P-NCAT.
Series of 12 tapes designed to help explain the various factors involved in choosing an occupation.

Yourself and your job. INDU. 14 min. P-NCAT.
Responsibility, ambition, and promptness are all vitally important to anyone holding a job.

SECTION IV - SELECTING A VOCATION

GENERAL TOPIC

Is there an interesting and satisfying job for you?

TEACHING OBJECTIVES

- To help the student set up job expectations within the limits of his values, abilities, interests, and training
- To help the student become aware of the opportunities of the local labor market
- To help the student learn how to make inquiries regarding available employment
- To inform the student about the demands, working conditions, and benefits of the job of his choice

STUDENT UNDERSTANDINGS

- The center has the facilities to help select a worthwhile career.
- Planning and knowledge of working conditions are important when making a wise and realistic vocational choice.

CONTENT

- How will attending this center help participants enter the world of work?
- Why is it important to choose a vocation?
- What information is necessary when choosing a career?

TEACHING METHODOLOGY

Divide students into four discussion groups to cover various aspects of job selection.

- Group I

  Stress the role of the center in providing aid for the student to meet various job demands. Stimulate discussion with questions similar to the following:
  - What are some of the basic skills necessary in almost any job?
  - How can the center help you acquire skills or improve those already possessed?
  - Is your reading ability adequate for following printed instructions regarding the operation of machines and/or equipment?
  - Is your ability to do arithmetic adequate for making change or keeping records?
  - Do you get along with your boss?
  - Can the center help you find job opportunities? How?
  - Can the center find you a job in which you're interested? How? What can you do to help?
  - What chances does the center offer you to become an active, contributing member of the community? How can you help?
  - What financial assistance is available during training? Do you know how to apply for such assistance?

- Group II

  Focus the students' attention on the mental and social benefits of employment. Provoke discussion with questions like the following:
  - How does a good job give a person satisfaction?
  - Why do men in prison need work to maintain their emotional stability?
  - Why do men of wealth seek challenge in work?
  - Why do married women seek jobs after their children are grown?
  - Why should any person seek to be a contributing,as well as a receiving,member of society? Cite ways in which a person can do this.
  - Why is it no longer possible for a person to take care of his own personal needs as his pioneer ancestors did?
  - Why should each person share in providing for the needs of his community?
  - What are some of the basic needs of society?
  - How can each of us help provide for society or *community needs?*
  - What kind of contribution can each individual make to society?

- Group III

  Focus students' attention on a given occupation. Try to aid them by doing a critical appraisal of a specific job situation.
  - What are the specific work demands of this job?
  - Are the demands mental, manual, or both?
  - Is it classified as skilled, unskilled, or both?
  - Is it repetitive? Varied?
  - What are the risks involved?
  - Is it indoor or outdoor work?
  - What are the hours?
  - Is it seasonal?
  - What are the minimum and maximum salaries?
  - What is the future of this type of work? Can the job be done by a machine?
  - How will new changes in machinery affect the work?
  - Is this field overcrowded?
  - Is there a chance for advancement?
  - Are there job opportunities in this area?
  - What are the fringe benefits of such employment?

- Group IV

  Focus students' attention on their personal ability to meet job requirements. Lead the discussion with questions similar to those below:
  - What are your qualifications for employment?
  - Do you have any physical impairment which might prevent you from getting or keeping a certain job? Consider:
    - Sense of sight
    - Sense of hearing
    - Sense of smell
    - Bone structure (physical disabilities in hands, feet, legs, arms, or back)
    - Overall strength

Examples of situations which might arise in certain jobs.

Mary Jones wishes to be a nurse. Does she know about the many tasks she must perform? These may include lifting heavy people in beds, changing bed clothing, dealing with severely sick people, and cleaning up all sorts of foul-smelling messes.

John Brown wants to be an auto mechanic. Is he willing to have greasy hands and dirty clothing practically all the time he is working? Is he willing to crawl under cars in all sorts of bad weather to inspect for mechanical failure? Is he willing to "learn on the job"? Does he realize, that with equipment and parts being used on cars changing each year, he will be required to learn continuously? Does he understand that math, science, and English are important to a competent mechanic?

A student must often be willing to "learn on the job." He often has to be able to work under various pressures, such as piecework, excessive noise, and constant attention to close detail.

- Would you feel uncomfortable working under the following working conditions?
  - Excessive noise
  - Frequent interruptions
  - Pressure when working on piecework
  - Pressure from dealing with unreasonable customers
  - Constant attention to close detail
  - Crowded conditions
  - Solitary conditions
- Do you have certain social expectations which might prevent you from getting or keeping certain jobs?
  - Is the importance of a job more important than the money?
  - Would you mind being a servant?
  - Do you mind getting your hands or clothes dirty?
  - Do you mind going to work in work clothes?
  - Do you worry about what your friends have to say about your job?
  - Would you mind associating with certain types of people?
  - Will you get along with people who feel superior or inferior to you socially?
  - Do you mind taking orders?

Ask the students to list in order of importance the benefits of the jobs they are interested in. Have them read this list to the class for their reactions and comments.

Clip classified ads from the newspaper and discuss with the class the qualifications which might be necessary for each. Choose jobs to which students might aspire.

Procure civil service advertisements and test announcements from the local employment office or Civil Service headquarters. Present representative samples either in the original or by means of transparencies for an overhead projector. Discuss with the class the jobs in which students display interests. (See Use of the Overhead Projector, Appendix A, p. 303.)

Encourage students to list their personal qualifications and then to compare notes with other members of the class. Each should study the other's list for omissions or exaggerations.

Give the students a checklist similar to the following on which they may number job qualifications in the order of importance to them.

STUDENT INFORMATION SHEET

JOB QUALIFICATIONS STUDENT CHECKLIST

SKILLS

____ Training in a technical school or college
____ High degree of skill attained through on-the-job training or apprenticeship
____ Semiskilled (on-the-job training for 6 months or less)
____ Unskilled

SECURITY

____ Pension program
____ Hospitalization insurance provided
____ Seniority protected by union contract
____ Civil Service job protection

MONEY

____ High starting salary; little chance for later increases
____ Low starting salary; great chance for advancement into higher paying jobs
____ Medium starting salary; moderate chance for advancement into higher paying jobs
____ Piecework; pay depending on physical output of work
____ Commission; pay depending on number of sales

INDEPENDENCE

____ Chance to become your own boss
____ Work for a boss, without direct supervision (example, outside salesman canvasser)
____ Work alone, away from supervision and other employees
____ Work under general supervision
____ Work under close supervision

PRESTIGE

____ White collar job; low pay
____ Blue collar job; good pay
____ Sales job with pay depending on commissions on each sale
____ Uniformed service (policeman, guard, fireman, etc.)
____ Prestige of job of no consequence

USING THE JOB AS A STEPPING STONE

____ Good chance for advancement; low beginning pay
____ Moderate chances for advancement; average starting pay
____ Moderately high beginning pay; slow advancement
____ Highest starting pay; no chances for advancement

JOB CONDITIONS

____ Less than 40 hours a week
____ 40 hours a week
____ Over 40 hours a week plus available overtime
____ Maximum vacation time
____ Maximum paid sick leave
____ Job requires little physical effort
____ Job requires moderate physical activity
____ Job requires maximum mental activity and minimum physical activity (example, bookkeeper)
____ Air-conditioned work area
____ Inside work
____ Outdoor work, year round
____ Few physical hazards
____ Some moderate danger from moving machinery and equipment
____ Moderate danger from falling objects
____ Job extremely hazardous

Give students vocational interest and vocational aptitude examinations, and arrange conferences with counselors and students to discuss results.

Call the local office of the New York State Employment Service. Ask them about administering the United States Labor Department's *General Aptitude Test Battery (GATB)* and the United States Labor Department's *Interest Checklist*. These are both excellent tests. The results will enable teachers and counselors to draw students' attention to occupations in which they have both interests and aptitude. If desired, the New York State Employment Service will often send vocational counselors into the schools to talk to individual students.

Arrange for lecturers from the professions and industry to discuss new occupations which have been developed as a result of the following: (See Inschool Speakers, Appendix B, p. 305.)

- Ever increasing technological changes
- Scientific discoveries
- Initiation of new methods of processing
- Improvement of production techniques
- Creation of new inventions and machines, as well as improvements upon the old
- Production of new products
- Creation of new services and the improvements of old
- Creation of new means of communication and transportation

Arrange a panel of staff counselors and job developers who will discuss the effect of education upon individual learning power. Ideas similar to those below may be discussed. (See Inschool Speakers, Appendix B, p. 305.)

Education is one of the several factors which determine a person's earnings. There is a high positive correlation between one's level of education and one's earnings. A high school graduate will average $100 per month to $150 per month *more* in earnings during his lifetime than a nongraduate. Due to modern technology, a great number of new occupations have been created and many of the old ones have become more sophisticated, requiring more training, highly specialized skill, and higher levels of education. There are great shortages of persons in many technical, professional, and managerial fields. The higher the level of education, training, and skill development a person has, the greater the opportunities for employment and higher earnings in many new specialized fields. Conversely, the lower the level of education, the fewer jobs or career opportunities open to a person. Those opportunities which exist for the unskilled tend to be low paying.

Students should prepare oral reports on the reasons why the selection of a job should most nearly reflect one's own strengths or limitations. (See Group or Individual Reports, Appendix C, p. 308.) They should include:

- Awareness of one's strengths and limitations and their consideration in looking for a job
- Awareness of the job's requirements and their consideration in filling those requirements
- Personal development through doing the best possible job
- Opportunities for advancement

Ask each student to gather information on a particular occupation and to prepare a job folder which includes collected data. Suggest the names of various journals or magazines, as well as occupational requirements, methods of entering the field, advancement earnings, and other conditions. Social and psychological factors and other pertinent information should be included. In this folder, he may also keep a list of his own interests and limitations, as well as the items listed below:

- Social security number
- Sample of personal resumé
- Sample of applications for employment
- Location of State employment agency and two or three other employment agencies
- A completed vocational interest and vocational aptitude examination

Arrange for small groups to study individual services and industries and to make reports to the class on their findings. Suggest areas for study: gas stations, beauty parlors, retail stores, diaper services, laundries, hotels, restaurants, air transportation, bus companies. (See Group or Individual Reports, Appendix C, p. 308.)

Arrange for a group of panelists (see Inschool Speakers, Appendix B, p. 305) from the local recruiting offices to discuss the opportunities in the armed services and to point out specific information regarding:

- Enlistment procedures
- Selective service registration procedures
- Selective service induction procedures
- Deferments
- Arguments for and against enlistment

- Officer training programs
- Relationship of training in the armed services to civilian life
- Jobs in the Navy and the Army
- Provide books for class use when studying about jobs in the various armed services and their relationship to civilian jobs

Aid individual students who have made job choices to assess current demands for workers in that occupation by consulting members of the New York State Employment Service. Suggest that he contact other local employment agencies, unions, and businesses which might employ this type of labor. (See Out-of-School Interviews, Appendix B, p. 305.)

Display such items as the *Dictionary of Occupational Titles*, Vol. I, U.S. Government Printing Office and the *Occupational Outlook Handbook*, and explain their use to the class.

Use audiovisual materials as a motivational device and as a means of conveying information to the semiliterate student. Make certain to make adequate preparation and to complete followup work so that students may derive maximum benefits from materials used. (See Audiovisual Aids, Appendix C, p. 308.) The following is a sample lesson plan for use with the film *Aptitudes and Occupations*, 2d ed. Coronet Films. 1965. 16 min. sd. b & w.

- Preparation: Before administering any of the following tests, check the reading level of the test to be given and compare it with the reading level of the students who are to take it. Show this film *only* if one of the following tests is going to be administered:
  - *Differential Aptitude Tests*, The Psychological Corporation
  - *Kuder General Interest Inventory*, Science Research Associates
  - *Minnesota Vocational Interest Inventory*, by Kenneth Clark
- Objective: To guide students to make a wise choice of occupations
- Before viewing the film:
  - Encourage students to exchange stories of their early memories of what they "wanted to be when they grew up." Ask whether these ambitions have been altered.
  - Solicit estimates from the class as to the number of different occupations from which they might choose. Record the estimates on the chalkboard; ask the students to look for the correct answer in the film.
  - Discuss with the students the factors that they think might affect job success. Suggest that they note the factors presented in the film.
- After viewing the film:
  - Ask for a definition of an aptitude.
  - Ask the students to decide which of the following aptitudes they possess in the greatest amount:
    - Verbal reasoning
    - Numerical reasoning
    - Abstract reasoning
    - Mechanical ability
    - Spatial reasoning
    - Clerical speed and accuracy
    - Language usage
  - Encourage the students to tell why they think they possess certain aptitudes. Perhaps they will be able to relate specific instances in which they were able to display such aptitudes.
  - Have students analyze which aptitudes they have the least of.
  - Ask the students to decide which of the following areas interest them:
    - Scientific
    - Social service
    - Verbal
    - Mechanical
    - Business detail
    - Artistic
    - Musical
    - Outdoor
    - Business
  - Administer an aptitude test. Stress the importance of the student putting forth an honest effort, and explain that only under those conditions can the test indicate occupations in which they may or may not be successful.
  - Arrange individual meetings with each student to discuss test results. Tactfully approach the inconsistencies that may exist between students' true aptitudes and the aptitudes they feel they possess. Strive to aid the student to gain a realistic assessment of himself.
- Followup:
  - Remind the students that the film stressed the idea that any occupation, menial or executive, may give the jobholder some degree of satisfaction. Discuss

this concept at length. Ask students to consider the satisfactions inherent in the manufacture of medicine, its packaging, storing, distributing, handling, selling, etc.

- Review the three questions which the film asked.
  - Have you reached or can you reach the proper level of scholastic achievement the job requires?
  - Do you have the aptitudes the job requires?
  - Do you have the same general occupational interests as those who are successful at this job?

Stimulate students to do individual planning for job seeking. Help them to develop ability to determine reasonable job expectations within the limits of their values, abilities, interests, scope of training, and job requirements.

Using a group of students unknown to your class, tape-record the following script or one similar to it. (Students should be selected for their dramatic ability.) Ask your students to listen to the tape-recorded discussion. Ask them to discuss and list, in order of importance, the job requirements of each student.

SCRIPT

Al: Man, when you see all the jobs on the board, it's hard to figure out which is the right one.

Bill: I wish I could figure out which would be the one that's really right for me, but there's too many.

Al: I know this one here ain't the one, Department of Sanitation. You know what that is, garbageman. You have to take a test from what it says here, but who wants to. But $104 a week to start!

Len: Here's the one for me. "Assistant to Manager, Maintenance Company, Real Opportunity for Advancement." There's where the action is.

Al: Give me the money. You can have the "opportunity."

Bill: I know one garbageman. He's retired now and gets half-pay, and he's 41 years old.

Len: Maybe I wouldn't mind being called garbageman if I could retire early and start my own company. But man, I might be old and tired by then, too.

Bill: Yeah, man. But maybe you'd want to keep taking tests to advance yourself, and you wouldn't want to retire.

Len: With my family (I got kids.) maybe this housing authority maintenanceman is just Mr. Right.

Al: But look at that salary.

Len: But look at that apartment, man.

Al: I wish they'd give us more chances to figure out what's the best deal around here.

Len: Yeah, oh, here's the placement man, man.

SUGGESTED DISCUSSION QUESTIONS:

- How do you feel now that you have heard a group of students who are about 6 to 8 weeks ahead of you?
- Do you feel that they are ready for an important choice? Why? Why not?
- Is there anything we can do at this time to make our choices clearer and easier later?

ANTICIPATED RESPONSES:

- How come those guys haven't had a chance to figure out the right job?
- Even if they had the chance, how can you be sure which is right?
- What is the one thing I should look for in a job?
- Who can help me pick out the right one and then do something about it?

As a followup to this discussion, distribute job information to the class; for example, test announcements and hiring requirements. With the aid of a counselor, students should compare their own estimate with evaluations given by their teachers.

STUDENT INFORMATION SHEET

CHECKLIST OF MOST IMPORTANT THINGS IN A JOB FOR ME

Place (1) next to the most important, (2) next to the next most important, and so forth.

_____ skills required
_____ security ("layoff proof," good retirement plan, others)
_____ money (starting salary, top salary, chance for advancement)
_____ prestige
_____ independence (being your own boss after a time)
_____ owning the business
_____ using the job as a steppingstone (using it to maintain self while preparing for something else)
_____ job conditions (hours, vacations, sick leave, fringe benefits, physical demands, temperature, humidity, noise-vibration, hazards)

TEACHING MATERIALS

BOOKS

Adams, C. C. & Von Braun, Willy. *Careers in astronautics in the space and missile fields.* New York. McGraw-Hill. 1962.

Baer, M. F. & Roeber, E. C. *Occupational information: the dynamics of its nature and use;* 3d ed. Chicago, Science Research Associates. 1964.

Berg, Thomas. *Aim for a job in welding.* New York. Rosen, R. 1968.

Boland, C. M. *Careers and opportunities in welding.* New York. Dutton. 1964.

Carse, Robert. *Your place in the Merchant Marine.* New York. Macmillan. 1964.

Chamberlin, J. H. *Careers in the protective services.* New York. Walck. 1964.

Curtis, R. E. *Your future in music.* New York. Rosen, R. 1962.

Daley, D. F. *Aim for a job in air conditioning and refrigeration.* New York. Rosen, R. 1968.

Gelb, R. L. *Your future in beauty culture.* New York. Rosen, R. 1964.

Greenleaf, W. J. *Occupations and careers.* New York. McGraw-Hill. 1955.

Harrison, C. W. *Finding a career in auto mechanics.* New York. Putnams. 1964.

Hutchinson, C. S. *Your future in agriculture.* New York. Rosen, R. 1965.

Isaacs, Stan. *Careers and opportunities in sports.* New York. Dutton. 1964.

Joseph, James. *Careers outdoors.* Appleton, Wisc. Nelson. 1962.

Kaplan, A. A. & DeMille, Margaret. *Careers in department store merchandising.* New York. Walck. 1962.

Kirk, W. R. *Aim for a job in a hospital.* New York. Rosen, R. 1968.

Lent, H. B. *Your place in America's space program, careers in astronautics.* New York. Macmillan. 1964.

McDonnell, V. B. *Your future in nursing.* New York. Rosen, R. 1963.

Mann, Roland. *Careers in business management.* New York. Walck. 1963.

Murphy, J. M. *Handbook of job facts.* Science Research Associates. 1963.

Nathan, Raymond. *Careers in airline operations.* New York. Walck. 1964.

Neal, H. E. *Nature's guardians: your career in conservation.* New York. Messner. 1963.

O'Connell, D. H. *Aim for a job in the bakery industry.* New York. Rosen, R. 1967.

Roth, C. J. & Weiss, Adelle. *Art careers.* New York. Walck. 1963.

Shuff, F. L. *Your future in occupational therapy.* New York. Rosen, R. 1964.

Sommer, Armand. *Your future in insurance.* New York. Rosen, R. 1964.

Splaven, Sarah. *Your career if you're not going to college.* New York. Messner. 1963.

Sullivan, M. B. *Careers in government.* New York. Walck. 1964.

Taylor, Dawson & Bradley, James. *Aim for a job in automotive service.* New York. Rosen, R. 1968.

United States Bureau of Labor Statistics. *Occupational outlook handbooks; employment information on major occupations for use in guidance.* Washington, D.C. Superintendent of Documents. N.D.

Westbrook, J. H. *Aim for a job in restaurants and food service.* New York. Rosen, R. 1969.

Whitcomb, John & Whitcomb, Helen. *Strictly for secretaries.* New York. McGraw-Hill. 1965.

Zarem, Lewis. *Careers and opportunities in astronautics;* rev. ed. New York. Dutton. 1969.

WORKBOOKS

Randall, Florence. *Getting a job.* Palo Alto, Calif. Fearon. 1966.

PERIODICALS

"Good jobs for high-school graduates." *Reader's Digest.* 85:130-133. July 1964.

PAMPHLETS

Anti-Defamation League of B'nai B'rith, 315 Lexington Ave., New York 10016.
B'nai B'rith vocational service information kit.

Public Affairs Pamphlets, 381 Park Ave. S., New York 10016.
New careers: real jobs and opportunities for the disadvantaged. Fred Pawledge.

Scholastic Book Services, 900 Sylvan Ave., Englewood Cliffs, N.J. 07632.
Jobs in your future. Miriam Lee.

Science Research Associates, 259 E. Erie St., Chicago, Ill. 60611.
SRA career information kit.

U.S. Government Printing Office. Washington, D.C.
Choosing your occupation.
Job guide for young workers.
Occupational price list.
Working for the U.S.A.

FILMS

Aptitudes and occupations; 2d ed. CORF. 1965. 16 min. sd. color. R-SUNYA.
The basic types of aptitudes and interests are illustrated in scenes detailing various occupational categories, and a counselor and a group discussing scholastic achievement, aptitude, and interest tests.

Choosing your occupation. CORF. 1949. 11 min. color. R-UILL, SYRCU.
It is necessary to appraise one's self, study occupational possibilities, and find out requirements before picking a job.

Getting a job. EBF. 1954. 16 min. sd. b & w. R-SYRCU, INDU, UILL.
Describes six common roads to a job: how to secure lists of prospects and how to use the personal history, the application, and the letter of recommendation.

How to investigate vocations. CORF. 1952. 11 min. sd. b & w. R-SUNYA, SUNYB, BEF, SYRCU, INDU, UILL.
Considers how to interpret vocational guidance tests, how to apply this information to different vocations, and how to gain actual job experiences.

Improve your personality. CORF. 1951. 10 min. sd. b & w. R-BEF, SUNYA, SYRCU, INDU, UILL.
Shows how personalities can be developed, adapted, and controlled.

Job interview: three young men. CF. 1967. 16 min. sd. b & w. R-BEF, SYRCU.
Shows actual job interviews photographed with a hidden camera.

Personal qualifications for job success. CORF. 1952. 11 min. R-BEF, SYRCU, INDU, UILL.
Shows how to apply for a job, the importance and necessity of initiative, good personal appearance, businesslike habits, willingness to take criticism, and ability to get along with others.

Planning your career. EBF. 1954. 16 min. sd. b & w. R-BEF, SUNYA, SYRCU, UILL.
Tells three steps for planning a career: learning about yourself, and different vocations, and comparing your own interests and abilities with selected vocations.

Your earning power. CORF. 1952. 11 min. sd. b & w. R-BEF, SYRCU, UILL.
Indicates how economic conditions, kind of job, amount of education, personal qualities, and ability to produce affect one's earning power.

FILMSTRIPS

ABC's of getting and keeping a job. EGH. 1969. 8 fr. P-EGH.
A series of filmstrips containing such titles as: "Preparing for the Job You Want," "On the Job," "Budgeting Your Money," "Labor Unions," "Health Rules to Follow."

Foundations for occupational planning series. SVE. 1961. P-SVE.
The series titles (from which the most useful may be selected) are: "What are Job Families?" (36 fr.), "What do You Like to Do?" (35 fr.), "What Good is School?" (41 fr.), "What is a Job?" (41 fr.), "Who are You?" (37 fr.).

Preparing for work. UMINN. N.D. P-UMINN.
Provides an orientation to the world of employment. Each filmstrip illustrates a particular employment concept. Titles include: "Why Do People Work?," "Your Job Application," "Does It Matter How I Look?," "Now I Want a Job," "Job Interview Tips," "The Maintenance Worker," "The Restaurant Worker," "Service to People," "The Sales Clerk and the Office Worker," "Jobs in Transportation," "The Factory Worker," "A Look at Other Jobs," "What Do You Do If?" (Series A), "What Do You Do If?" (Series B).

Vocational decisions. LA. N.D. 2-33 1/3 rpm. 3 fr. P-LA.
Sets consist of the following titles: "An Introduction to Vocation," "The World of Work," "Counseling in Vocational Decision."

World of work, Set I. MGHT. 3-33 1/3 rpm. 6 fr. sd. color. P-LA.
Covers different occupations that those with little or no training can enter. Included are: TV repairman, gas station attendant, hospital workers, vending machine routeman, hairdresser, office worker.

RECORDS

A man's world. MGHT. N.D. 50-12" LP.
One hundred interviews with men talking about their jobs as they work. Each man tells his personal impressions of his work. He describes what he does, how he does it, and the skills involved. In addition, pay scales and opportunities for advancement are discussed. Included is an instructor's guidebook and an introductory record.

TAPES

Planning beyond high school. HWC. 1969. 12 tapes or 6 cassettes. 15-20 min. P-HWC.
Investigations of apprenticeships, on-the-job training programs, military careers with stress on the value of continuing education for grades 7-12.

TRANSPARENCIES

Finding and holding a job. CV. 1968. 12 transparencies with 22 overlays. P-CV.
Covers job sources, personal data, application, interviews, social security, payroll, income tax.

Guide to finding a job. TECN. 7 tr. P-TECN.
A series of transparencies that show where to look for a job, necessary personal information, and the usual employment forms.

I want a job. EGH. 15 tr. P-EGH.
Sections of social security, application blanks, interviews, keeping a job. Includes teacher's manual and student workbook.

Study skills. CV. 1967. 18 tr. with 3 overlays. P-CV.
Developing good attitudes, keeping physically fit, taking notes, learning to listen and read, taking exams.

SECTION V - FINDING A JOB

GENERAL TOPIC

How does the student secure a place in the world of work?

TEACHING OBJECTIVES

- To develop the information-finding skills which aid in securing employment
- To supply knowledge of local employment services
- To help in the development of job-locating techniques
- To encourage the use of available facilities
- To develop actual job application techniques

STUDENT UNDERSTANDINGS

- Newspaper advertising is an aid to a jobseeker.
- Skills for selecting and answering newspaper ads are necessary.
- There is the possibility of getting a job or not getting a job whenever an application is made.
- Appearance, speech, and courtesy are all factors in successfully applying for a job.
- The applicant should be prepared to give the interviewer facts concerning his education, skills, experience, previous employment, etc.
- An applicant must be prepared to take difficulties and disappointments in job seeking.

CONTENT

- What types of job experience aid in securing employment?
- How does the student obtain job information?
- How does an applicant prepare for a job interview?
- What information should an applicant be prepared to give?
- What kind of job information is found in the classified section of the newspaper?
- What information should a good letter of application contain?
- What kind of impression should a letter of application make?

TEACHING METHODOLOGY

Make arrangements for representatives from the N.Y.S.E.S. and from various area companies to talk to students. Before speakers arrive, ask students to consider questions they would like answered and to write these questions on 3" x 5" cards that can be handed to the guests for consideration.

Use pamphlet materials provided by the N.Y.S.E.S. and by other agencies.

Discuss the varied number of sources from which students may obtain job leads.

- Help wanted ads in newspapers
- Federal and State employment services
- School placement service
- Commercial (fee charging) employment service; agencies
- Employment services of welfare agencies, churches, fraternal, and veterans' organizations
- Civil service newspaper and civil service announcements in post offices
- Letters of applications
- Cold canvassing (going to places which have not advertised for help)

- Trade journals, papers, and magazines
- Personal contacts
- Labor organizations
- Classified telephone directory for leads
- Insert "situation wanted" ads in newspapers

Stress the importance of the classified section of the newspaper as a notice of employment opportunities and a representation of the labor demand in a given geographical area.

- Select certain types of classified columns from the newspaper and reproduce (3M process) in class quantities. Analyze certain facts about newspaper format so that the student can be more efficient in his search for employment.
  - Ads are divided into categories, such as "Male," "Female," "Male-Female," "Salesman," etc.
  - Ads are usually arranged alphabetically by job title. Note exceptions in the columns selected.
  - Ads often request such items as a handwritten response or a resumé. Explain.
- Ask each student to select five "want ads" from a local newspaper.
  - Divide students into work groups of four or five.
  - Ask students to rewrite their ad selections in complete sentences.
  - Ask students to organize the ads into occupational categories: farming, processing, selling, servicing, repairing, etc. They may use alternate categories, such as skilled, semiskilled, and unskilled.
  - Have students set up a complete listing which can be mimeographed for class distribution.
  - Discuss any omissions in the listings. Encourage students to determine why certain occupations may not be available in certain areas.
  - Use the list to determine the supply and demand factors in a given area. Some of the factors are:
    - If a service or product is needed, more people will be hired to fill the demand.
    - If a service or product is not needed, people will lose employment.
    - It is important that the cost of products which are made to be sold in a particular area does not exceed what that area can afford. Should this occur, the demand diminishes and the supply must be cut accordingly. This causes a cut in employment.
- Reproduce on a ditto master or on a transparency for the overhead projector an appropriate section of the daily paper's want-ad section. Have the students analyze each job in terms of:
  - Preparation required
  - Experience required
  - Probable starting salary
  - Probable salary in 2 years and in 5 years
  - Hours per week
  - Fringe benefits
  - Chances for advancement
  - Working conditions

Spend some time in instructing students in writing letters of application in response to various selected ads. Give them a sample ad, and ask that they write for an interview. In teaching letterwriting, stress the need for neatness, legibility, correct spelling, adherence to margins, block form, etc.

Sample:

29 Second Street
Albany, New York 12224
August 6, 19__

Box 59
Times Union
Sheridan Avenue
Albany, New York 12224

Dear Sir:

In reply to your advertisement in yesterday's Times Union, I should like to apply for the position of sales clerk.

I am 19 years old and have had some experience selling men's suits.

I have references from my former employer and from my instructors at the _____ Center and shall be glad to furnish them on request.

I would be happy to come for an interview at any time you suggest. You may call me at IV 9-1235.

Very truly yours,

George Bruno

Explain the necessity of obtaining permission from certain people who may act as references. Discuss the suitability of staff members, teachers, clergymen, former employers, community leaders, etc.

Ask students who have obtained jobs through the newspaper to relate their experiences.

Ask students to take turns in role playing the answering of a classified ad which requests the applicant to "Call for interview."

Arrange counseling seminars for groups of 10 students. Stress the fact that the average person works for about 45 years of his life and that it is important to choose a satisfying occupation. Discuss the methods used to prepare for a worthwhile occupation and then to find the job for which one is prepared.

SAMPLE PRELIMINARY STATEMENT

If you are a caddy, you have to be able to find the ball quickly if it is hit into the rough. You have to be quiet when the players are putting. You have to be polite and attentive to the player. What does this simple illustration have to do with any job in which you might be interested?

SAMPLE DISCUSSION QUESTIONS

- How do you know about a job in which you are interested?
- Whom would you have to see to obtain such a job?
- What experience would be expected?
- What are the responsibilities of the job?
- What skills are important in this job?

Arrange a counseling discussion to develop the idea of the possibilities of many disappointments in job seeking. Stress Winston Churchill's statement, "Never give up, never, never."

SAMPLE DISCUSSION QUESTIONS

- Are the chances of getting a job through a friend better than answering a newspaper ad? Why?
- Where do you find information about civil service jobs posted?
- Why do better jobs require a high school education?
- Will a job come looking for you?

Show films and slides which illustrate the duties involved in jobs of interest to the students. Discuss the skills that are necessary. Invite workers who have these types of jobs to speak on their experiences.

Invite personnel directors from business and industry to speak to various groups. Prepare the speakers for the visit by suggesting a possible outline they might follow:

STUDENT INFORMATION SHEET

THE KIND OF APPLICANT WE HIRE

I. The importance of that first impression
    A. The letter of application
    B. The personal interview

II. The need for adequate data
    A. Education
    B. Experience

III. The provisions for on-the-job training
    A. Personality factors
        1. Willingness to learn
        2. Willingness to work
    B. Skill factors
        1. Manual dexterity
        2. Literacy

Prepare the students by discussing the factors in the outline. Ask students to prepare questions on 3" x 5" cards which may be given to the speakers so that they can prepare themselves in advance. During the next class period, allow time for further discussion of materials presented. Ask the class to evaluate the impressions made by the speakers.

Ask former students to talk to the group about their job-finding experiences. Prepare the class in advance for the speaker, and make certain that they know the kinds of questions they wish to ask.

STUDENT INFORMATION SHEET

NO HIGH SCHOOL DIPLOMA USUALLY REQUIRED

Adding machine operator
Assembler
Bellboy
Cashier
Checker
Construction worker
Counterman
File clerk
Ground keeper
Guard
Hod carrier
Housekeeper
Mail clerk

Maintenance worker
Message clerk
Painter
Parking lot attendant
Sales clerk
Seamstress
Security guard
Shipping clerk
Stock clerk
Taxi driver
Tractor-truck driver
Truck driver

HIGH SCHOOL DIPLOMA OR GOOD SCORES IN ABILITY TEST REQUIRED

Accounting clerk
Airline stewardess
Auxiliary computer clerk
Bank teller
Bookkeeper
Box office cashier
Car salesman
Detailer (drafting)
File clerk
Fireman
Glass fabricator trainee
Keypunch operator
Library page

Mathematical clerk
Machinist trainee
Meter reader
Office machine operator
Policeman or policewoman
Railroad clerk
Route salesman
Sales clerk
Secretary
Social worker
Telephone operator
Teacher aid
Typist

(Note: This sheet may be reproduced directly for student use.)

BETTER-SALARIED JOBS WHICH REQUIRE ON-THE-JOB TRAINING, APPRENTICE TRAINING, OR HIGH SCHOOL EDUCATION

Accounting machine operator
Assistant programer
Baker
Barber
Bartender
Beautician
Buyer
Bus driver
Cashier
Child care center aid
Computer programer trainee
Cook
Data processor
Dental assistant
Dispatcher
Draftsman
Dressmaker
Duplicating machine operator
Electric coil taper

Gardener
Laboratory assistant
Licensed practical nurse
Machine operator
Machinist assistant
Meat cutter
Model
Nurses' assistant
Painter
Repairman, typewriter
Roofer
Secretary
Sheet metal mechanic
Switchboard operator
Telephone installer
Telephone lineman
TV repairman
Welder

JOBS WHICH REQUIRE EXPERIENCE, SKILL, AND/OR A HIGH SCHOOL EDUCATION

Automobile mechanic
Autobody repairman
Broadcast technician
Business manager
Business machine repairman
Carpenter
Cement mason
Chef
Electrician
Gas station manager
Machine tool operator

Market research worker
Nurse, registered
Plumber
Printer, pressman
Recreation worker
Secretary, legal or medical
Surveyor
Teletypist
Tool and die maker
X-ray technician

Tape-record several pairs of students acting as applicant and interviewer. Play the recording back to the class for analysis and constructive criticism. Tape a second series of players and replay for comparison and evaluation.

Reproduce the materials on the next page or similar articles from your local newspaper so that students may study individual copies for class discussion. Point out the fact that new items and ads such as these often provide job leads. Ask students to specify the types of workers who might be needed on the projects mentioned. Stress the fact that news coverage concentrates on future development and so is most valuable as an occupational aid.

INSTRUCTIONAL MATERIALS

PAMPHLETS

Randall, Florence. Fearson Publishers, 2165 Park Blvd. Palo Alto, California 94306. 1966. $2.50.
Getting a job.

Scholastic Book Services. 900 Sylvan Avenue. Englewood Cliffs, New Jersey 07632.
Jobs in your future.

New Corporations Chartered by State

New corporations in Capitaland which have been authorized by the secretary of state's office to do business in New York State include:

Mohawk Valuations Inc., Albany, filed by Lifshutz and Kahn, New York City; Franklyn Growth and Development Co., Inc., Plattsburgh, filed by Quinn and Keable, Plattsburgh; D. L. Geebert Welding Co., Inc., Clifton Park, filed by Nolan and Hayner, Mechanicville; Romar Electronics Inc., Albany, filed by Douglas P. Rutnik; Eversafe Systems Inc., Schenectady, filed by Max H. Hershkowitz, Schenectady; Valdale Motel Corp., Warrensburg, filed by Adler, Gross and Thaler, New York City; Handyman Gardens Centers Inc., Poughkeepsie, filed by Marshall L. Brenner, Poughkeepsie; The Carriage Shop Inc., Lake George, filed by J. Richard Fitzgerald, Glens Falls.

* * *

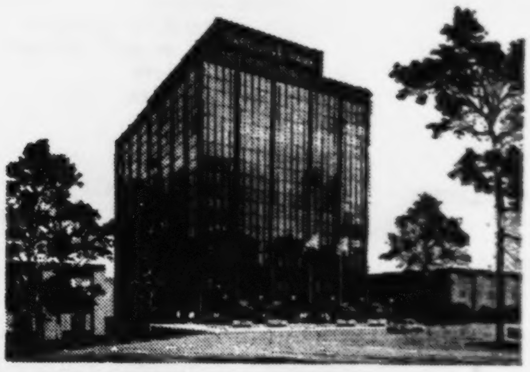
Comput-A-Date Inc., Glenville, filed by Gibbons and Burke, Scotia; Knolls Property Affiliates Inc., Schenectady, filed by Lombardi and Reinhard, Schenectady; Latham Discount Beverages Inc., Mechanicville, filed by Keniry and Keniry, Mechanicville.

Demolition Job To Globe Firm

Globe Construction Co. of Amsterdam has been awarded the $23.900 contract for demolition of 13 buildings in the Amsterdam urban Renewal's central renewal area. The firm submitted the low bid to the Amsterdam Urban Renewal Agency. Buildings slated for demolition include 17, 19, 21 and 23 East Main Street, 4 and 8-10 Market Street, 10 Guy Park Avenue, 59-61, 63 and 83-85 Division street and 42 Wall Street, including two buildings at the rear of 42 Wall Street.

Executive Park East
was fully rented before completion.
Executive Park Tower
is now under construction.

Better plan your move now.



Modern, total electric office space with a prestige address and convenient location is hard to come by. And the 10-story Executive Park Tower, scheduled for occupancy in early 1970, is already more than half rented! For information, contact Carl A. ermann, Treas., 489-6041 or 482-6440. Soon!

Executive Park at Stuyvesant Plaza

Clippings courtesy of *Albany Times-Union.*

SECTION VI - OPPORTUNITIES IN URBAN ENVIRONMENT

GENERAL TOPIC

What are the problems, challenges, and opportunities of urban life?

The teacher should remember a person cannot be made more knowledgeable and employable without first helping him to cope better with his present environment. The student must also believe that his instructors and counselors understand his way of life and the problems and challenges he has to face daily. Discussion of these and other anticipated problems should be brought out in group counseling sessions so that students can realize that their problems are not different from those of their colleagues.

TEACHING OBJECTIVES

- To inculcate pride in one's identity and one's home environment
- To gain insight into the problems of urban living
- To develop awareness of community and personal factors affecting the job, the home, and society in general

STUDENT UNDERSTANDINGS

- There are people, groups, and agencies to help those in need.
- There are advantages as well as disadvantages to urban living.
- There are many ways of ameliorating the disadvantages of urban living.

CONTENT

- How does employment in the city depend a great deal upon how the following issues are resolved: decaying cities versus urban renewal, segregation versus integration, automation versus unemployment, incentives to keep industry in the city versus moving to better tax incentive areas?
- How do urban problems affect job opportunities?
- What agencies offer help to individuals in securing and keeping jobs?
- What sources supply information about establishing and managing a business?
- How can community employment opportunities be expanded?

TEACHING METHODOLOGY

Invite a variety of resource people to discuss community problems. Include a teacher, a social worker, a detective, a housing inspector, and a public health nurse to describe the types of work which they perform. Ask that they present constructive ideas for improving the overall situation. (See Inschool Speakers, Appendix B, p. 305.) Break the class into small groups so that they can meet for individual question-and-answer sessions. Tape all of the discussions for later evaluation.

Assign several groups of students to do photographic essays on community conditions. (See Appendix A, Picture Taking Techniques, p. 301.) Suggest that they contact local newspapers and TV stations for possible sale of materials collected.

Collect materials (newspaper clippings, magazine articles, books, etc.) which discuss the contribution of minority groups throughout history. Ask students to establish a bulletin board display and to report on their reading in this area.

Request that the center subscribe to such periodicals as *Ebony*, *Negro Digest*, *Negro History Bulletin*, *Tuesday*, and others. Make a point of reading pertinent articles to the class from these publications.

Collect a listing of resource persons who are members of the minority groups under discussion but have risen to positions of community leadership. Invite these people to speak about their personal experiences and their personal problem-solving techniques. Include such personalities as clergymen, doctors, lawyers, artists, and businessmen. (See Inschool Speakers, Appendix B, p. 305.)

Invite a representative of the F.B.I. to discuss the problems of city living today from the point of view of the law-abiding student. (See Inschool Speakers, Appendix B, p. 305.) Prepare a group of questions similar to the following for the speaker to discuss. Tape all discussions for later evaluation.

SAMPLE QUESTIONS

- What problems does the law-abiding citizen face today that he never met before?
- What increase in expenses will have to be met by those who are law abiding?
- How does the criminal use racial disorders as a cover for his activities?
- How does the political opportunist utilize racial disorders to promote his political career?
- How do riots and crimes affect business enterprises?
- What effect does the destruction of businesses have on job opportunities?

Use an "on-the-spot" technique (see Appendix C, p. 311) to evoke discussion on a hypothetical situation. Present the problem, and ask one student, utilizing a microphone, to state his view of a particular problem. Stimulate the discussion by inviting the class to ask all types of questions. After the student's views have been sufficiently aired, ask another student with different viewpoints to be "on the spot."

Examples

- A group of young men living in a rather rundown urban neighborhood pool their resources and buy two old pieces of rental property. They obtain a loan from the bank to rehabilitate these buildings and to buy others.
  - Are they making a contribution to the area? Why?
  - What job opportunities are they creating?
  - Why are banks cooperating with such ventures?
  - Can a city die of urban blight?
- A neighborhood group of 50 people set up a dollar-a-week contribution plan to set up their own loan agency. They estimate that it will take a year to put them in a position to make loans of $100-$300 to any contributor who is in need.
  - What rules for borrowing should they establish?
  - What rules should be set up for repayment?
- A businessman visits two areas of a city where incomes and rents are comparable. One area is neat and clean; the other is dirty and disorganized. The people in one area are friendly; in the other they are surly and hateful.
  - If you were this man, which area would you choose?
  - What does your bringing new business to an area mean in terms of creating jobs?

Encourage students to explore the positive actions going on in the area and to list the available opportunities. Choose several newspaper clippings which discuss urban innovations and reproduce on a transparency for the overhead projector. Discuss the effects that positive actions can have on revitalizing an area and creating new vocational opportunities. After reading the clippings, ask the class questions similar to the following:

- In what ways do projects like these make a community more liveable?
- Do more attractive communities attract more residents and more businesses? Why?
- How do more businesses and more residents create job opportunities?
- With what groups can center members become involved?

Meet with urban resource people in their own areas to make first-hand observations of some of the problems discussed. (See Out-of-School Interviews, Appendix B, p. 305.) Students should note the things they see and report possible solutions. This is one way of getting them involved and taking "stands" on things that should be important to them.

SECTION VII - RESUMES AND JOB APPLICATIONS

GENERAL TOPIC

What is the correct procedure for preparing job resumés and filing applications?

TEACHING OBJECTIVES

- To aid the student to understand what is being asked of him in a job application
- To help the student furnish desired job application data

STUDENT UNDERSTANDINGS

- Applications should be neat, complete, and legible.
- Applications give the prospective employer an insight into the applicant's capabilities and experience.
- Properly filled out job applications are necessary for securing worthwhile jobs.

CONTENT

- What data does a job applicant need for filling out applications and resumés?
- How does one obtain this necessary data?

TEACHING METHODOLOGY

Call or write to various local firms and request class quantities of application forms. Have students make out these sample applications, exchange them, and check them as the class discusses the appropriate answers to each question.

- Make transparencies of job application forms. Duplicate these on the duplicating machine or on a screen with the overhead projector. Ask students to complete a form under your direction. Evaluate the responses as described above. (See Use of the Overhead Projector, Appendix A, p. 303.)
- Focus attention on penmanship, neatness, correct spelling, word usage, and correct interpretation of questions when filling out job application forms.

Have the students select ads from the classified section for which they may prepare a resumé.

- Call the students' attention to previous class experiences. This helps the student in two ways: to experience a more realistic situation and to test the effectiveness of the course as it is related to them personally.

Ask the students to exchange completed resumés at the top of which job descriptions have been written. Each student is to assume that he is an employer and to decide whether the resumé he has received fulfills the requirements and is effective in providing him with adequate information about the job applicant. The student employer is to correct the mechanics (spelling, grammar, neatness, and organization) of the resumé.

Prepare an acceptable resumé form on the chalkboard. (See sample on next page.) Include such items as:

- Personal data
- Occupational data
- Educational data (required dates)
- Extracurricular activities (hobbies, community affairs, etc.
- Work experiences (names, addresses, dates)

Ask students to prepare a sample resumé (typed if possible). Correct for neatness, completeness, and accuracy; display good examples on the bulletin board. (See Uses of Bulletin Boards, Appendix A, p. 304.)

STUDENT INFORMATION SHEET

SAMPLE RESUME

Personal data:
Thomas Smith
25 Lancaster Street
Albany, New York 12210
IV 2-3845

Height: 6'2"
Weight: 205

Born: March 17, 1954 - Albany, New York (American Citizen)

Occupational data:
Automobile mechanic

Educational data:
Attended Albany High School: September 1969 - January 1971
Completed Occupational Training Program: June 1971

Extracurricular activities:
Little League baseball
A.H.S. basketball team
Hobbies: bowling, hunting, fishing

Work experience:
Odd job man - Sandy's Garage, 52 Second St., Albany. Summers, after school - 1970, 1971 (Included on-the-job learning situation)
Full time job - January—May 1971 - Esso Station, Marlon Road, Albany. (On-the-job learning)

References: Mr. Sandy McIntyre, Garage Owner
53 Second Street
Albany, New York 12202

Mr. Park Bryant, Manager
Esso Station
18 Marlon Road
Albany, New York 12206

Rev. Robert Price
Mt. Zion Baptist Church
No. Pearl Street
Albany, New York 12207

Mrs. Carla Winter, English teacher
Albany High School
Albany, New York 12210

Pass out job application forms, and ask students to compare the questions in the application to the data in their resumés. There should be a correlation of arrangements and categories. Ask students to complete job applications and correct for neatness, completeness, and accuracy.

Students may exchange applications for purposes of correction. The "student employer" who corrects may offer the applicant a job or reject the application. Students may file several (different) applications for a variety of jobs or occupations.

Discuss the reasons why it is necessary to get an individual's permission when asking him to act as a reference. Suggest that references be obtained from teachers, principals, staff personnel, clergymen, club leaders, etc. Encourage students to role play the following situations:

- A jobseeker phones a former teacher to ask permission to use his name as a reference.
- An individual is given as a reference but doesn't know about it until the employer contacts him for his opinion. The referee should pretend to know very little about the applicant, not like the applicant, or not know who he is.
- An individual has given his permission to use his name as a reference. The referee should speak positively of the applicant and be enthusiastic about his character and ability.

Invite several area personnel managers or other representatives from industry and business to conduct mock interviews with students. A number of interviews can be conducted at once, and all members of the class should be interviewed at least once.

Following the interviews, questions and comments from the business representatives and students can be exchanged. This can be made a significant experience for the student and an opportunity for potential employees to become acquainted with the center's candidates.

Stress the necessity for honesty when making out applications and resumés. Discuss the following statements:

- Most employers feel that a person who lies cannot be trusted, therefore, they do not dare hire him.
- Honesty indicates a positive sense of values which is an asset to any employer.

- Falsifying an application might place you in a position requiring you to do work for which you are not qualified. This could create dissatisfaction and hazardous situations.
- An honest application gives the employer a realistic picture of the applicant.
- Ask the students to complete a short paragraph dealing with the points under discussion. The paragraph might include:
  - Honesty leads to trust and dependability.
  - Only an honestly completed application presents a clear picture of a person's mental and physical abilities.
  - Lying in one situation might indicate a bad character.

INSTRUCTIONAL MATERIALS

PAMPHLETS

New York State Department of Labor, State Campus, Albany, New York. 12226.
Guide to preparing a resumé.

Scholastic Book Services, 900 Sylvan Avenue, Englewood Cliffs, N.J. 07632.
Jobs in your future.

STUDENT INFORMATION SHEET

SAMPLE APPLICATION

1. Name ______________________________
   Last First Middle initial
2. Address ____________ Telephone ____________
   Street, City, State, Zip
3. Birthdate ___/___/___ Place of Birth ____________
4. Parent's Name ______________________________
5. Parent's Address ______________________________
6. Mother's full name at birth ____________________
7. Mother's birthplace ______________________________
8. Father's birthplace ______________________________
9. Citizen of U.S.A. ______________________________
10. Social Security No. ______________________________

11. Schools Attended Years Attended Year Graduated
    Grade School(s) ______________________________
    ____
    Junior High ______________________________
    Senior High ______________________________
12. Job Experience
    ____
    Name of last employer, Employer's address, Date hired, Date left
    ____
    Rate of pay Kind of work Reason for leaving Supervisor
13. Present physical condition
    Excellent ______ Good ______ Fair ______ Poor ______

SECTION VIII - EMPLOYMENT AGENCIES

GENERAL TOPIC

What services do employment agencies offer?

TEACHING OBJECTIVES

- To provide information concerning the assistance offered by the New York State Employment Service and by private employment agencies
- To provide information concerning the location of local employment agencies
- To foster an understanding of the importance of accentuating the trainee's best qualifications during a job interview
- To develop an awareness of jobs that are offered by community businesses and industry
- To aid in the development of such personal attributes as self-confidence, promptness, good manners, poise, and ability to communicate
- To learn that in some cases it might be necessary to go to a private agency
- To provide practice in the procedures of applying to an agency

STUDENT UNDERSTANDINGS

- All employment agencies have contacts with employers in the local area, throughout the State, and throughout the Nation.
- Private employment agencies require a fee for their services, but State agencies do not.
- There are certain preparations that an applicant must make prior to visiting any employment office. (Example: appropriate dress, data concerning experience, education, social security number, etc.)
- The business of an employment bureau is to find jobs for people and people for jobs.

CONTENT

- What are the sources of employment information which may be consulted before one turns to an employment agency?
- What is the easiest way to locate various local employment agencies?
- What specific occupational assistance is offered by private employment agencies compared to the New York State Employment Service?
- Are there any advantages of using a State agency instead of a private agency or vice versa?
- Exactly where in the community are the employment services located?
- What information does an applicant need to bring to any employment agency?
- Should the applicant give attention to dress and conduct when visiting an employment agency?

TEACHING METHODOLOGY

Make a transparency of the section of the yellow pages of the telephone directory which lists employment agencies. Using the overhead projector, cite the variety of listings.

Employees - Permanent and Temporary
Employment Agencies
Employment Contractors - Temporary Help
Office Clerical Service
Stenographers - Public

Make an overhead projector transparency showing the listings of the N.Y.S.E.S. which appears under New York State in the white pages. Point out and explain the four separate services offered under the headings: Labor, Department; Employment, Division of; Employment Service.

- Human Resources Development

- Industrial and Service Office
- Professional and Commercial Placement Center
- Youth Opportunity Center

If any members of the class have used the services of employment agencies, ask them to tell the class of their experiences and if they gained successful employment through these services.

Set up a committee to make maps of the immediate area and mark locations of local employment agencies. Place one map on the bulletin board, and prepare duplicate copies for students to place in their data files.

Conduct an open class discussion based on the hypothetical situation of an unemployed youth seeking a job. Duplicate a sheet which can be passed out to the class as a basis for discussion, or present the following case study orally to the students.

Jeff Collins dropped out of public school because he was dissatisfied. There was no one at home since both his father and his older brother worked full time and his mother worked part time. After hanging around for about a week, Jeff began to feel pressured by his family to get a job. His father and brother tried to get something for him, but they were unsuccessful. Next, Jeff tried the want ad section of the local newspaper; then he tried canvassing the area in search of employment; still with no success. At this point, Jeff became frustrated and discouraged at his lack of success. Finally, a friend suggested that he try an employment agency.

SAMPLE DISCUSSION QUESTIONS

- Why did Jeff's family appear to pressure him into getting a job?
- Why were the methods of securing employment that Jeff used unsuccessful?
- What facts must a person realize about himself before he should seek employment? (His qualifications and limitations, his ambitions and desires, his financial needs, and his military status.)
- After his friend suggested an employment agency, how do you suppose Jeff could locate one?
- What materials should Jeff bring with him to the employment interview?
- How should Jeff dress and act for an interview?

Invite a representative from the New York State Employment Service to speak to the class about the services offered by this agency. (See Inschool Speakers, Appendix B, p. 305.) If possible, have him administer aptitude tests and go over the results with each student.

Invite a representative from a local private employment agency to speak to the class on the services offered by his organization. (See Inschool Speakers, Appendix B, p. 305.) Be sure the students have prepared in advance questions such as the following for a post-presentation discussion:

- What services does your organization offer that the New York State Employment Service does not?
- What fees does your organization charge for its services?
- What testing or interviewing procedures do you use?

On the chalkboard, prepare a list of the advantages and disadvantages of using the services of the N.Y.S.E.S. compared to using a private agency.

For example, the advantages of going to the N.Y.S.E.S. compared to a private agency are:

- Many more jobs are available at N.Y.S.E.S.
- No fee is charged for services
- Free aptitude testing is provided
- Record is kept on file for future jobs
- Free counselor service is available

Set up a series of lectures using community resource people from professional placement agencies. Ask that they discuss the variety of jobs available in the community in occupations of interest to the students in areas such as the following. Request the speaker to discuss the training necessary for entry into the various occupations.

Accounting
Administrative
Management
Laboratory
Technical
Sales

Clerical
Typists
Secretarial
Data Processing
Industrial

To help students develop a plan for finding employment, read the following dialog to the group:

Soon you will all be looking for a job. I'd like to read to you a short discussion two students were having not too long ago.

Bob: *You know, Jim, we only have another 2 weeks left in the program; we'd better start thinking about a job.*

Jim: *The Job Developers are supposed to find us a job.*

Bob: *Are they? I thought they were going to help us find a job.*

Jim: *Come to think of it, maybe you're right. What are your plans?*

Bob: *I was thinking about going around in my neighborhood to see what was available.*

Jim: *That's a lot of leg work; there must be an easier way.*

Bob: *I've always gotten my jobs that way.*

Jim: *Maybe so, but what kind of job did you find? I'll bet they weren't such great jobs. I have more education now, and I want a good job.*

SUGGESTED DISCUSSION QUESTIONS

- What's happening to Bob and Jim?
- What do you think about depending on others to find you jobs: center, employment service, neighbor, free agencies?

ANTICIPATED RESPONSES

- I was promised a job.
- The center *has* to get me a job.
- I'm going to a private agency and get a good job.

DISCUSSION QUESTIONS

- Have you decided what a good job *is* in your field? Give a specific example.
- What are some ways other people have found jobs?
- How do you begin to plan?
- What information or assistance do you think you may need?

Have students role play going to an agency seeking employment. Allow them to point out how necessary it is to have time to gather data for answering questions.

TEACHING MATERIALS

PAMPHLETS

National Employment Association, 2000 K St., NW., Washington, D.C. 20006.
Directory of private employment agencies.

National Park Service, Washington, D.C. 20240.
Employment opportunities in national park concessionaires.

Scholastic Book Services, 900 Sylvan Ave., Englewood Cliffs, N.J. 07632.
Jobs in your future.

Snelling and Snelling, Radnor, Pa. 19087.
To help land you a job.

SECTION IX - PREPARING FOR THE INTERVIEW

GENERAL TOPIC

In what ways may a jobseeker prepare himself to increase his chance of success in an interview?

TEACHING OBJECTIVES

- To develop the poise and appearance necessary for an interview situation
- To understand the relationship between applicant and interviewer

- To realize the importance of an interview in securing the job
- To understand the key points to stress with the interviewers

STUDENT UNDERSTANDINGS

- An interview is for the purpose of ascertaining an applicant's suitability for a particular position.
- First impressions are often decisive.
- The applicant must be prepared to furnish pertinent information.
- Appearance, diction, and poise are important.
- The interview may be the determining factor in securing a job.
- Even unsuccessful interviews can be positive experiences which help one develop self-confidence.

CONTENT

- How should an applicant dress for an interview?
- What information should an applicant be ready to furnish?
- What impression should an applicant try to make upon the interviewer?

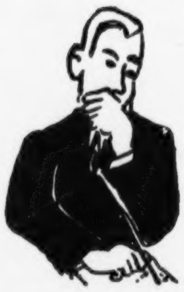
TEACHING METHODOLOGY

Set up basic rules that students may follow. Discuss the validity of each rule mentioned.

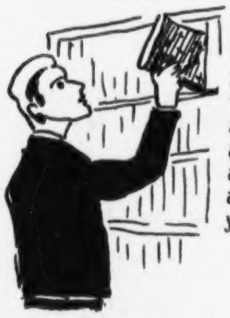
- Go alone.
- Arrive a few minutes before an appointment.
- Do not chew gum.
- Do not smoke.
- Remove hat when entering an office.
- Wait for an invitation to be seated.
- Be cheerful and pleasant, but not silly.
- Be confident, but don't brag.
- Don't forget to say "thank you," "good morning," or "goodby." If the interviewer is a man, address him as "Sir" or "Mr.____."
- Be impersonal. Avoid personal, domestic, or financial confidence.
- Don't beg or plead for a job. Just state your case.
- Don't fidget with pens, keys, or money.
- Be accurate in answering questions.
- Do not talk too much.
- Do not complain about former employers.
- Do not be afraid to admit that you have faults.
- Do not ask too many questions about salary, increases, overtime pay, free lunches, vacations, or other fringe benefits.
- Don't stay when the interview is obviously over.
- Thank the interviewer for the appointment whether you get the job or not.

Make transparencies of the following pages for use with the overhead projector, or make a ditto master of each page and give each student a copy. Discuss the importance of each of the 15 points covered. Ask the students to refer to these points when planning their participation in the mock job interviews which will follow. Ask them to refer to these points when judging the performance of others in the mock job interviews. Teachers may also want to use the 15 points as takeoffs for discussion of mock job interview performances during the rest of this lesson.

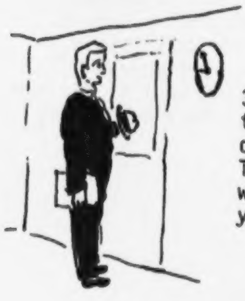
How to "Sell Yourself" to an Employer



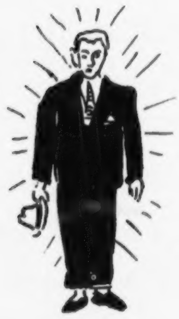
1. Study your interests and qualifications; be prepared to give them briefly and clearly during the interview.



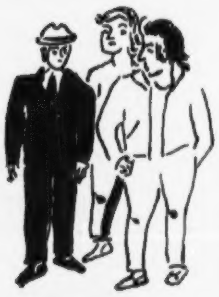
2. Before the job interview, learn about the firm; ask questions about the firm and the job that you're seeking.



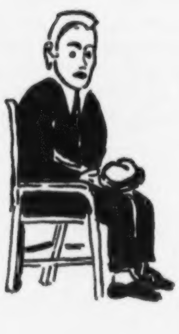
3. Arrive five or ten minutes ahead of your appointment. Tell receptionist who you are, whom you wish to see.



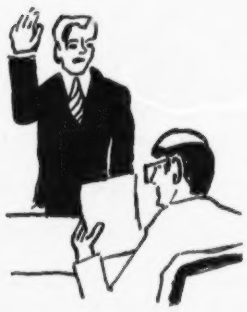
4. Be neat, clean-combed, fingernails clean; wear well-pressed clothes, shined shoes; avoid gaudy jewels, make-up.



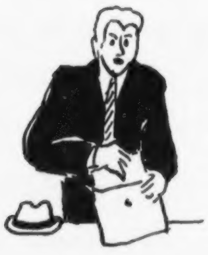
5. The employer wants to talk to you. Don't take anyone with you (not even your mother) to your job interview.



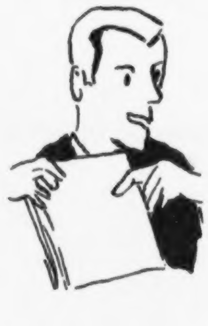
6. Sit up straight in the chair, feet firmly on floor; look alert. Advance planning will help you to be calm, poised, and at ease.



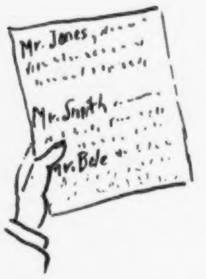
7. Think before answering a question. Be polite, accurate, honest, and frank. Give full information, don't brag.



8. Have guide sheet with you of all your jobs, dates of work, your wages, kinds of work you did, reasons you left.



9. Be ready to show how your training and work experience will help you to get ahead on the job you're asking for.



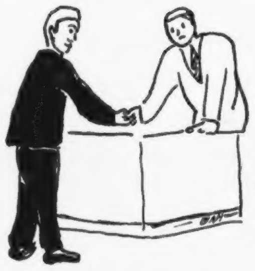
10. For references, give the names (and complete addresses) of three reliable people who know you and your work.

11. Be confident, enthusiastic, but don't bluff. Use good English, and speak distinctly, but don't talk too much.

12. Listen carefully; be polite and tactful. Above all, don't get into any arguments with your prospective employer.

13. The employer is interested only in how well you'll fit the job. Don't mention personal, home, or money problems.

14. Be grownup, businesslike. Show employer proper respect. Call him "Mr." - not "Jack," "Buddy," or "Pal."



15. If it seems you won't get this job, seek the employer's advice about other jobs with the firm which may come up.

Discuss the completion of application forms which are often the first step towards an interview. Give the student a list of words found on standard forms and furnish him with their meanings. Drill on these meanings before allowing him to fill out sample forms. Add to the list as new words arise in discussion. Review from time to time by means of the overhead projector.

STUDENT INFORMATION SHEET

SAMPLE VOCABULARY LIST

Surname - family name or last name (example: Smith)
First name - given or baptismal name (example: Robert)
Middle name - given or confirmation name (example: Robert *James* Smith)
Permanent address - the street and house number, city, zip code
Previous address - the street and numbers of the house or apartment last lived in
Marital status - marriage situation (example: Are you single, married, or divorced?)
Notify - to send a message
Dependents - people whom the applicant supports
Citizen status - citizenship situation (example: Are you an American-born citizen, a naturalized citizen, an alien?)
Disabilities - things physically wrong
Defects - things physically wrong
Elementary education - grades 1-6
Secondary education - grades 7-12
Extracurricular activities - activities outside of school courses (example: baseball, carpentry, raising pets, etc.)
Skill - something the applicant does well (example: typing, driving, filing, etc.)

STUDENT INFORMATION SHEET

RULES FOR COMPLETING APPLICATIONS

- Check to see whether information is to be written or printed.
- If your writing is poor, print information.
- Be neat.
- Do not use nicknames,such as Bob, Jim, Ed, etc.
- Learn to spell any item needed on the average application form (example: the name of your street, the name of the job for which you are applying.)
- Bring a pen that writes.
- Take these items with you to an interview. You need not show them unless requested to do so:
  - Social Security card.
  - Birth or baptismal certificate.
  - Draft card (if age requires it).
  - Discharge papers (for those out of service).
  - One or two letters of recommendation (photostats will do).
  - School transcript.

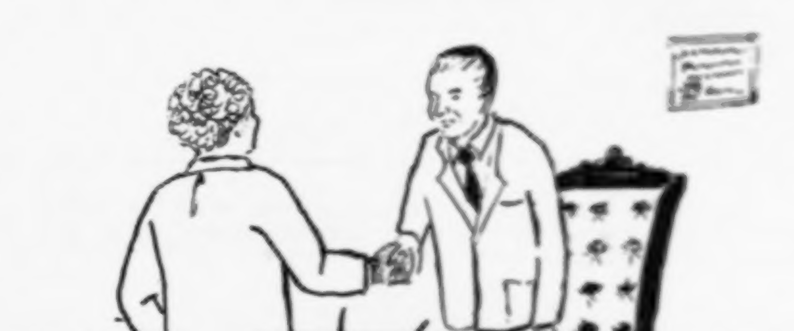
Obtain sample application forms in class quantities from various local businesses,and use the overhead projector to aid the students in filling in the data on their copies.

Prepare a list of "do's and don't's" in appearance. Discuss points such as the following with the class:

- Hair: clean, trimmed; no greasy hair preparations.
- Face: soap-and-water clean, clean shaven, or well-trimmed beard.
- Teeth: properly brushed. Avoid unpleasant breath.
- Clothes: appropriate for the job; clean, well pressed.
- Hands: clean; nails cleaned and trimmed.
- Posture: stand and sit tall, head erect, back straight, abdomen flat, toes parallel when walking.
- Socks: fresh daily, no holes, pulled up.
- Shoes: well shined, clean.
- Avoid styles that are extreme: odd colors, odd fads.
- Use common sense: a man applying for a job as a mechanic might wear different clothes from one applying as a sales person.

Use this discussion as preliminary motivation for setting up a panel of experts who will visit the class to discuss the factors which make for good appearance. Include such people as domestic science teachers, nurses, personnel men, and clothing salesmen.

Aid students in setting up a fashion show which will demonstrate the kind of clothing suitable for business or the office. Arrange for the loan of such items from a local department store, and ask for the assistance of the management in carrying out such a project.



Stress the importance of the interview as a visit in which the interviewee learns about the company and the company learns about him. Using certain sample questions, allow the students to practice so that their answers can be frank and poised.

SUGGESTED QUESTIONS

- Why do you want to work for our company?

- How much money do you feel you should earn?

- Will it be possible for you to improve yourself on the job?

- Have you ever been in trouble with the law?

After a preliminary discussion centered around the questions above, invite a guest speaker from a local industry or business to speak on "The Job Interview." Ask him to present an analysis of the relationship between the applicant and the interviewer. (See Inschool Speakers, Appendix B, p. 305.) The presentation should be followed by a question-and-answer period. Prior to the speech the following two questions may be presented to the students as preparation and/or motivation for the talk.

- Why does anyone go to a job interview?

- What are the major purposes of an employment interviewer?

Ask the speaker in advance of his presentation to analyze the relationship between the interviewer and the applicant, including the following points:

- The relationship between the interviewer and the applicant is a give-and-take relationship.

- The interviewer attempts to obtain the facts about the applicant's experiences, abilities, and qualifications on which selection and placement will be based.

- The interviewer informs the applicant concerning the positions available.

- He also discusses working conditions, wages, benefits, and company policies.

- He responds only to questions which the applicant may ask.

- The applicant, in turn, attempts to gain employment and tries to sell himself to the interviewer.

Dramatize or role play interviews between an employer and several applicants for a position. Ask the members of the class to fill in a checklist on each person applying, then select those they feel might succeed in getting a job.

STUDENT INFORMATION SHEET

CHECKLIST

1. Unsuitable appearance ______
2. Unrealistic wage demands ______
3. Insufficient training ______
4. Lack of poise ______
5. Unbusinesslike attitude or behavior ______
6. Asks many irrelevant questions ______
7. Extremely nervous ______
8. Overconfident ______
9. Tardy ______
10. Unfriendly ______
11. Uncooperative ______
12. Poor appearance ______
13. Poor command of language ______
14. Needlessly inquisitive ______

Include discussions of interviews with small businessmen (for example, applying for a job at an independently owned auto service station). Set up a group of questions such as the following that the man doing the hiring would be likely to ask:

- Where did you work last?

- Have you ever worked on cars?

- Where?

- Would they give you references?

- Have you ever done other repair work?

- Did you take the auto mechanics course in high school?

- What was your last salary?

- Are you willing to work nights or Sundays or holidays?

Since an interview with a large firm often involves a preliminary call to make an appointment with the personnel office, spend some time preparing the student to conduct himself in a businesslike fashion. Outline the steps he should take.

- Try to find the name of the man who is in charge (was it mentioned in the newspaper ad?).

- If you do not know the name of the man hiring, call the company and ask for the personnel office.

- When the girl on the switchboard gives you a man's name, learn to pronounce it correctly for further use. (Ask her to repeat it, so you can get the pronunciation correct.)

- Make sure to confirm the day, date, exact time, and the number of the office to which you are to report.

- Learn the man's secretary's name in case you have reason to call back.

- Be courteous. Thank each person you speak to for his help.

Ask two students to have a mock telephone conversation in which one of the students plays the role of the applicant who is requesting an interview, and the other student plays the interviewer or his secretary. While the class observes the skit, have them evaluate the conversation and make comments on an evaluation sheet. Ask students to evaluate their peers on particulars, such as the following:

- Clear voice

- Proper pronunciation of name

- Proper English (applicant)

- Attention to appointment details (exact time and place)

- Proper sequence of questions

Use the following questions in role-playing situations:

- Education
  - Did you graduate from high school? What were your reasons for not finishing?
  - What type of training did you get from your courses?
  - Did you attend an Occupational Center or Vocational School?

- Employment
  - Did you work while you were in school? Did you learn while you earned?
  - What was your first full-time job? Why did you take this job? Why did you leave?

- Training
  - Why do you feel capable in applying for this particular type of work?
  - Do you have any special training in mind that we can offer?

- Hours
  - What hours do you prefer? Why?
  - Would you be willing to switch shifts from time to time?

- Pay
  - What wage do you expect to receive?

- Marital Status
  - Are you married?
  - Does your wife work?
  - How many dependents do you have other than your wife?

- Health Status
  - Have you had any physical problems in the past?
  - When was the last time you had a physical? What were the results?

ADDITIONAL ROLE-PLAYING SITUATIONS

- Ask two students to write and portray a mock interview in which the interviewee does not speak diplomatically of his former employer. Ask the class to cite their reactions. For example, does the interviewee appear complaining, difficult to get along with, disrespectful or resentful of authority?

- Ask students (five or six) to role play what may happen if an applicant brings a parent with him when going for a job interview. The skit should show how a parent might dominate the conversation and lead the interviewer to think that the applicant is immature and unsure of himself.

- Role play a situation in which the interviewer mumbles and uses poor grammar. The student doing the interviewing should respond as he thinks a real employer would.
  - Have the class write a brief paragraph noting the errors presented in the mock interview. Have volunteers read these aloud to initiate followup discussion. List the errors on the chalkboard. Have students check their lists for completeness.

- Ask two students to plan and role play a skit showing a job interview in which the applicant is sloppily dressed and poorly groomed.
  - The class observing the interview may then evaluate the behavior of the two participants.

- Have the class discuss the behavior of the role players. Include such points as:
  - What could the applicant do to improve his appearance?
  - What conclusions might the interviewer draw from the applicant's appearance and attitude?
  - How does the applicant reflect a negative attitude to the interviewer?
- After observing one or two role-playing sessions, change the interviewing questions and techniques. Those in the audience should take notes to help the participants identify strong and weak points expressed in the interview session.
- Video tape or audio tape individual sessions for replay with student and teacher. Ask students to assess their own role-playing techniques. Set up another role-playing session for those who have not done well in interviewing about 2 weeks after the initial session.
- Tape or replay mock job interviews for evaluation.
- Suggest that the student learn as much as possible beforehand about the firm to which he is going to apply for a job. Have the applicant:
  - Know the product or service it offers.
  - Learn something about the kind of jobs available in the organization.
  - Check on the employer himself.
- Select a group of students to create a bulletin board depicting proper speech, behavior, and dress during an interview as opposed to improper speech, behavior, and dress.

In order to learn appropriate behavior during a job interview, students should be aware of the feelings which may develop during a job interview. Role playing will demonstrate how *both* the interviewer and the applicant behave and will prepare the student to face the test of his first real job interview.

Suggest that the students role play a job interview. Select a job title, and list briefly the duties to be performed. Ask for volunteers to play the roles of the employer and the three applicants. To make the situation realistic, supply each applicant with individual instructions (see below) as to how he should behave. See the seven suggested instructions below. Note that some indicate a positive approach and others a negative one.

Seven roles for job applicants:

- Act as if you don't care and are angry.
- You have been looking for 2 months and you feel you have to get this job. Act anxious and worried.
- Be yourself, act natural; behave as you think you will in a real interview.
- You really don't want this job, but you're tired of looking. Act beaten down, defeated; willing to take anything.
- You would like the job, but you're afraid you won't get it. Act nervous with no self-confidence.
- You just finished training for this work, but you've never worked before. Act inexperienced as though you don't know what you have to do in an interview.
- You just want a part-time job so that you can stay in the program. Try to get a job for only a few hours a day.

Distribute three of the above sets of instructions in separate envelopes to each of three students who volunteer to act as applicants. While the other students are reading instructions, inform the student who will be the employer to spend 3 minutes on the three interviews and to act the way he thinks an employer would act. Be sure to provide him with the list of duties to be performed by the applicant to be hired. After the interviews, he names his choice for the job. He should be prepared to give his reasons at a later question-and-answer period.

An office manager or foreman has three applicants for one job. Let's find out which applicant he will choose and why. Read the instructions which tell you how to act during an interview, but don't tell anyone what your instructions are. As you watch the interviews, think about which one of the applicants you would hire if you were the employer and why.

SUGGESTED DISCUSSION QUESTIONS

- What do you think about this employer? Would you like to work for him? Why?
- What interests him?
- Did he make a wise choice? Why?
- Why do you think he decided not to take the other two? Give specific reasons.

ANTICIPATED RESPONSES

- Applicant one looked bored. He was sitting all crumpled up.

- Applicant two looked nervous. He kept lighting up cigarettes.

- Applicant three didn't seem to want the job. He was just wasting time.

Ask the "employer" how he made his decision to hire the employee which he picked. Possible responses of the employer follow:

- I selected applicant _________ because he acted as if he really wanted to work.

- I didn't pick him; he didn't have enough energy to do the job.

- I got the feeling that he would quit the job after he got his first week's pay.

SUGGESTED DISCUSSION QUESTIONS

- What do you think of the employer's reasons?

- What does the employer look for?

- How can we show interest in a job during an interview? Give some specific techniques.

- How can we show confidence in a job during an interview? Give some specific approaches.

Ask students to summarize what they have learned after the discussion about ways to communicate interest, confidence, and experience in job interviews.

ANTICIPATED RESPONSES

- The way we feel about the job or the interview is often communicated to the interviewer.

- Sometimes when a person tries to cover his feelings of worry by acting disinterested or angry, the employer can interpret this worried behavior as disinterest.

- The attitude of the applicant affects the attitude of the employer.

- An employer may not want to hire a person whom he feels doesn't want the job.

- Even though a person may have all the qualifications for the job, he may not get it because of the way he acts during the interview.

Enact other interview situations in which the students present correct procedures. Have the members of the class discuss any flaws they see in the conduct of the person being interviewed.

Practice job interviews may be made more realistic by inviting a hiring official of a large local employer to demonstrate to students the way he conducts job interviews.

To help the students develop skill in handling a job interview, give them many opportunities to participate in mock job interviews. Tell the story of a recently graduated vocational school trainee. The man was skilled and had the recommendation of an employer, but after being interviewed, did not get the job.

I'm going to tell you about the experience of one of the students who graduated from the carpentry shop in the MDT program.

Tell the story of a fictitious student who applied for a job related to his vocational skills. The applicant had mastered all of the shop and academic skills included in his MDT training area. He got along well in school and had a letter of recommendation from the school for the prospective employer.

Mr. Evans was interviewed but he did not get the job. He was very disappointed.

SUGGESTED DISCUSSION

- What could have happened?
- All his teachers agreed he had reached industry standards, and yet he didn't get the job. Why is this possible?

POSSIBLE RESPONSES

- Maybe he had no experience in this area.
- They are not hiring blacks.
- By the time he got to the head of the line, all the jobs were filled.
- He said or did something that the interviewer didn't like.

Let's deal with one possibility at a time.

- Encourage the students to discuss the anticipated responses such as the first three above and help them to correct any false impressions they have. Then present the following information.
  - Graduates of the program usually apply for entry level jobs for which work experience in the field is not required.
  - It is against the law to discriminate against minorities, women, and older workers in New York State; and neither the Employment Service nor the school will knowingly refer anyone to a firm which openly practices discrimination.
- What other items are important in an interview?
- What things do you think interviewers like? Don't like?
- Who has been interviewed and will tell what it's like?
- How does a person get ready to be successful in an interview? Give specific preparations.

The group restates its ideas about how interviews work, how good people could fail to be hired, and how applicants should prepare for an interview.

ADDITIONAL ACTIVITIES

- Practice interviews stressing actual techniques that have proved successful.
- Visit a placement office with group members who can then report to the others.
- Practice making a good impression during interviews by role playing.
- Analyze classified advertisements.

INSTRUCTIONAL MATERIALS

PAMPHLETS

New York State Department of Labor, State Campus, Albany, New York. 12226.
How to get and hold the right job.
How to sell yourself to an employer.
Why young people fail to get and hold jobs.
You're already old enough.

U.S. Government Printing Office. Superintendent of Documents, Washington, D.C. 20402.
How to prepare yourself for job interviews.

FILMSTRIPS

Look is natural. LA. 1-33 1/3 rpm. sd. color. P-LA.
A sensible up-to-date guide to good grooming and dress for the office working boy or girl.

SECTION X - TESTING FOR JOB ENTRANTS

GENERAL TOPIC

With what kinds of tests should a student be familiar before seeking employment?

TEACHING OBJECTIVES

- To learn about different types of tests used by schools, the Civil Service System, and the Armed Forces
- To learn how the Civil Service System operates; i.e., applications, testing, selection
- To learn about one's abilities and potentials
- To gain an understanding that we live in a competitive world and must prepare for a job with a future
- To become more aware of weak areas of learning, and to endeavor to overcome these difficulties
- To realize the importance of school and its relationship to our lives in the "world of work"
- To become oriented to test situations
- To become familiar with a variety of testing patterns

STUDENT UNDERSTANDINGS

- Many jobs require testing.
- The center provides information regarding the format of a variety of tests.
- The center provides practical experience in test-taking.

CONTENT

- Are there ways of becoming "test-wise?"
- Do some people enjoy taking written tests?
- Do others prefer oral tests?
- Do some people become tense before taking tests?
- How can anxiety be overcome?
- Is some tension good prior to and during any type of testing situation?
- Why does industry test its people at various times?

TEACHING METHODOLOGY

Set up a preliminary discussion concerning the necessity for testing. During the discussion bring out these points:

- In today's complex society an increasing amount of testing of individuals is considered necessary.
- An ever-increasing amount of testing of individuals is being done in today's complex, industrialized society. Tests related to intelligence, achievement, aptitude, interest, and personality are commonly given in schools and colleges.
- During both World Wars, all service personnel took intelligence and aptitude tests; in World War II many men and women were assigned jobs and duties based on the results of these tests.
- Today, business and industry give tests when employing people, as well as when promoting persons within the company.
- Civil Service places people in jobs on the basis of test results.
- In this unit we will learn about some phases of "taking tests."
- You were perhaps most familiar with taking daily or weekly tests in your classes in high school. Why did the teacher give you these tests? (Allow the students to suggest and discuss reasons.) The following are points which may be brought out in the discussion:
  - The teacher is able to determine how well students have understood the subject matter taught, if more review is needed, or if he may proceed with additional work.

- The student is able to feel that he has achieved and learned the required information or will be made aware of the fact that he must do additional work.
- The student becomes familiar with various types of tests:
  - True and false questions usually test factual information.
  - Completion and multiple choice questions usually test factual information.
  - Essay questions give the student an opportunity to express himself and to do creative thinking.

- Six types of test questions used in Civil Service and Armed Forces Exams are:
  - General information
  - Word ability
  - Following directions
  - Numerical ability
  - Observation
  - Manual and mechanical skill and aptitudes

Bring in job supervisors to talk about the various "informal" testing techniques that are used by business and industry to evaluate personnel. This might include employer or plant foreman's observations about an employee's willingness to cooperate or his loyalty to his coworkers. (See Inschool Speakers, Appendix B, p. 305.)

Invite an executive secretary to describe an outer office screening process. Ask her to describe those individuals who rarely get to see the man in charge and the qualities of those who do pass the screening process. (See Inschool Speakers, Appendix B, p. 305.)

File a request with the New York State Employment Service for a representative to give the GATB tests to all students and assess the results. Plan a later session for free discussion of reactions to the test and the results. (See Inschool Speakers, Appendix B, p. 305.)

Arrange for a panel of personnel men who will discuss the types of tests given in their particular businesses. Ask them to make practical suggestions of ways in which students should prepare for industrial interviewers. (See Inschool Speakers, Appendix B, p. 305.) Have a committee of students take notes on these suggestions and prepare a summary list for distribution to the class. Use this list for a followup discussion.

Invite a group of armed services recruiting officers to act as a panel and discuss the variety of tests necessary for entry into the different branches of the service. (See Inschool Speakers, Appendix B, p. 305.)

Bring in a Civil Service representative to explain how the system operates. Ask that he include material on applications, testing, and selection. Reproduce the data on the next page for prediscussion orientation. (See Inschool Speakers, Appendix B, p. 305.)

Students need to become accustomed to testing situations. This sequence is designed to help each student plan ways in which he can perform adequately in an anxiety-provoking situation.

Use a taped recording of the session so that the group can hear and then discuss their own reactions.

Place a sheet of paper and pencil on each desk before the students arrive. At the start of the session, announce that there will be a test which covers all the previous discussions. Tell each trainee to write how he has been helped and what he has contributed to the group. The time for the test is 10 minutes. Remind each trainee to be careful with spelling.

ANTICIPATED RESPONSES

- Complete silence and withdrawal; fear of a test situation

- Mumbling to each other about the test by individuals in the group

- Openly expressed anger about the unfairness of the test. Examples:
  - We were not informed of a test.
  - This is not fair; we are not supposed to have tests in occupational orientation.

After listening to the students reactions for an appropriate length of time, tell the students: *This is not a real test. I arranged this so that you could find out how you act in test situations. What can you learn about yourself from what just happened?*

SUGGESTED DISCUSSION QUESTIONS

- What did you do during this test? Why?

- Do you remember yourself behaving like this any other time? What was that like?

(Continued on page 175)

STUDENT INFORMATION SHEET

WHAT IS CIVIL SERVICE?

The Federal government employs several million workers in about 80 different agencies.

- Nearly half work for the Department of Defense.
- One-quarter work for the Post Office Department.
- The government hires and assigns workers to all parts of the country, the territories, and the possessions.

The government hires employees for such other jobs as:

- Artists and engravers for maps, books, currency, stamps
- Plant and animal experts
- Engineers, administrators, and technicians for research in road materials, missiles, ceramics, and aeronautical safety devices

(NOTE: Refer to Pamphlet #11, U.S. Civil Service Commission, Washington, D.C.)

Examinations

- Applicants must take competitive examinations. Examination information is found displayed in post offices and in newspapers and announced over the radio and television.
- Exams may be written, oral, or performance.

Appointments

- The names of those who pass (i.e., score 70 or better) are placed on a list of eligibles in order of their grades, plus any points given for veterans' preference. Extra points are given to disabled veterans or their wives, widows of veterans, and dependent mothers of deceased or disabled veterans.
- When a vacancy occurs, the hiring officer of an agency has the choice of appointing any one of the three available persons with the highest grades on the appropriate eligibility list.
- The government inquires into the applicant's record, his achievements, reputation, and conduct to determine his honesty, integrity, loyalty, and dependability.

Civil Service Jobs

- Federal employees belong to a modern, progressive career system which guarantees:
    - Promotion and transfer privileges
    - Career development and training programs
    - Generous vacations
    - Sick-leave allowance that can accumulate
    - Liberal retirement plan
    - Low-cost life insurance
    - Retirement at 55

Compensation

- There are several pay plans.
- Mechanics and laborers are paid the prevailing wage of the area.
- Congress sets the wages of postal employees, as well as office and administrative workers.
- Most statutory pay scales have a number of grades with a series of pay steps or a range for each grade.

State and Local Civil Service

- Many states, cities, and counties have Civil Service Systems similar to that of the Federal government.

History

- In 1881, a disappointed office seeker shot and killed President James A. Garfield. This brought public demand for civil service reforms.
- In 1883, Congress passed the Civil Service Act.
- In 1920, the Retirement Act established a pension plan.
- In 1923, The Classification Act provided that all nonpolicymaking government jobs in Washington be classified.
- In 1940, the Act was extended to include all nonpolicymaking Federal jobs. Now the merit system covers about 90 out of every 100 Federal workers.

- How does fear affect your ability in a test?
- Do *all* tests cause you to have fearful feelings?
- Where can we expect to be faced with stressful situations like tests?
- What kind of plans do we need to make since we know tests are a part of training and getting jobs?

INSTRUCTIONAL MATERIALS

PAMPHLETS

U.S. Civil Service Commission, 1900 E. St., NW, Washington, D.C. 20415.
Thinking about your first job? Remember Uncle Sam when it comes to choosing an employer. Pamphlet #5. 1966.
Working for the U.S., applying for a Civil Service job - what the government expects of Federal workers. Pamphlet #4. 1967.

SECTION XI - GETTING ALONG ON THE JOB

GENERAL TOPIC

What factors aid in developing a good relationship between a worker and his coworkers and between an employee and his employer?

TEACHING OBJECTIVES

- To develop the attitudes necessary for good on-the-job relationships
- To understand the many factors which contribute to job success
- To appreciate the importance of good work habits and of continuing education
- To be aware of a variety of acceptable ways of offering assistance to fellow workers
- To develop the ability to listen and learn from those who have more experience on the job
- To learn to speak with clarity and courtesy
- To make objective evaluations and to offer constructive, unemotional criticism

STUDENT UNDERSTANDINGS

- Education and training are keys to success.
- A worker's success often depends upon his desire to cooperate and his ability to communicate with others.
- Conscientious attendance is important for job success.
- To grow with a company, the worker must grow educationally.
- There is an appropriate time and place to express opinions.
- In order to communicate effectively, each member of a group must agree to respect the right of every other member to express an opinion.
- Communication is not a means but an end.
- In order to defend a position, one must have adequate data.

CONTENT

- Why should a worker develop a sense of loyalty or responsibility to his employer or coworkers?
- What effect can work habits have on an employee's maintaining and improving his job position?
- What effects do a man's personal habits have on his ability to get and hold a job? To be promoted to a better job?
- How does a man's ability to communicate affect a man's ability to get and hold a job? To be promoted?

TEACHING METHODOLOGY

Invite a person who has risen above the ghetto situation to address the students about getting along on the job. (See In-school Speakers, Appendix B, p. 305.) Ask him to discuss questions such as:

- How were you able to break away from the ghetto?
- What problems did you encounter, and how did you overcome them?
- How did you acquire your first job or jobs?
- What must a young person from a ghetto do in order to acquire and hold a good job?
- After you acquired employment, were you able to move from the ghetto or do you still live there? Why?

Write the following sentence on the chalkboard: *A baseball team has to hold up an important game because one player is late.*

- Discuss the reactions of the manager and the rest of the team.
- Compare this situation with that of a man's being late for work.
  - What happens to the jobs of people dependent upon the tardy worker?
  - If the employer misses getting his product out on time, what are some possible results? (Give specific instances.)

Invite a plant foreman to discuss the importance of work habits. (See Inschool Speakers, Appendix B, p. 305.) Ask him to discuss questions similar to the ones below:

- How does one find out about safety regulations on the job?
- Why should one try to take good care of his tools?
- How can one find out about proper tool maintenance?
- Why should one try to keep his work station clean and neat?

Invite a local industrial representative who can discuss the importance of a good school attendance record and show its relationship to future employment. (See Inschool Speakers, Appendix B, p. 305.) Ask that he cover the following points:

- The record as evidence of personal responsibility
- The record as evidence of good health
- Discuss the importance of good work habits, and show how they may aid him in maintaining and improving his position in the world of work. Using the chalkboard, work out an outline (see sample Student Information Sheet) developed from student responses.

STUDENT INFORMATION SHEET

GOOD WORK HABITS

A. Appreciation of safety regulations
    1. Respect for tools
    2. Maintenance of equipment
    3. Neatness and accuracy

B. Sense of responsibility to employer and coworkers
    1. Appreciation of good working relationships
    2. Respect for rules and regulations
    3. Courtesy
    4. Punctuality in completion of work at a rate expected from all employees of a company

C. Personal habits
    1. Individual initiative
    2. Ability to provide necessary leadership
    3. Willingness to work

Discuss the importance of personal hygiene. From the students' responses, develop an outline on the chalkboard similar to the following:

STUDENT INFORMATION SHEET

FACTORS IN GOOD HYGIENE

A. Grooming
    1. Neat and appropriate clothing
    2. Care of teeth
    3. Acceptable haircut
    4. Personal cleanliness

B. Eating habits
    1. Importance of a balanced diet
    2. Work activities and calorie intake

C. Living habits
    1. Hours of rest
    2. Excessive smoking
    3. Abuse of alcohol
    4. Leisure-time activities

Ask students to do camera studies of people in various occupations which interest them. Class reports might also include data on the subject's work habits and general grooming. (See Use of Still Prints and Slides, Appendix A, p. 303.)

Invite a plant nurse, doctor, or supervisor to discuss the need for good grooming from the safety factor. The speaker might also add data concerning the various effects of poor health habits on job performance. (See Inschool Speakers, Appendix B, p. 305.) Some questions to be discussed might include:

- What are some specific jobs that could be severely hampered by poor grooming or health habits?
- What are some regulations involving grooming and health habits in industry?

From students who have part-time jobs, ask for reports on these topics:

- Safety precautions on my job
- The importance of grooming on my job
- Responsibilities of employees
- Attendance records and success on my job
- Provide time for the class to react, question, and discuss each student's report.

Invite a member of the Human Relations Commission to report on his program and to cite incidents which have arisen because of poor communication between people or groups. (See Inschool Speakers, Appendix B, p. 305.) Have the commission member discuss such questions as:

- What are some of the most common areas of communication breakdown?
- What steps are taken to remedy or eliminate these breakdowns?
- What exactly does the term "human relations" mean?
- What are the functions of the Human Relations Commission?

Tape an editorial from a local paper, and allow students to discuss whether there is effective presentation of a particular point of view. (See Use of Audio-Tape Recordings, Appendix A, p. 302.)

- Using a prepared tape, stress the "who, what, why, when, where, how" of listening and ask students to pick out these items.
- Emphasize that communicating is like selling something. If a good job is done, people are "sold"; if a poor job is done, people will resist.
- Emphasize that the effectiveness of communication can be evaluated by analyzing the benefits derived through a conversation or discussion. Discuss the leadership role that comes from the communication.

Have students role-play situations in which the solution to a problem depends upon communicating or "selling." Allow students to evaluate approaches used. (See Role Playing, Appendix C, p. 309.) Some sample situations might be:

- Student wants to use car; father needs to be convinced.
- Student wishes (or does not wish) to go to college, to go to work, to go into the service, to get married; parents need to be convinced.
- Student as employee can see ways of improving his job situation; employer needs to be convinced.
- Student disagrees with peer-group decision or action; group needs to be convinced.

Pose the following questions for discussion:

- What is the speaker trying to communicate? What is his purpose?
- Does he present all the necessary facts, figures, etc.?
- What did he say? What is he trying to say?
- What questions were left unanswered? Are there questions?
- What effect would he have on any decision we might make?

Ask area employers to serve as a panel to discuss questions similar to those on the next page. Give this list to students prior to the panel so they can plan their questions.

DISCUSSION GUIDE

1. Why should one strive for accuracy on the job?
2. Why is there a real need for a good working relationship with one's boss and fellow workers? Of what practical value is this relationship?
3. What might result from a poor relationship between a worker and his boss? Between a worker and his fellow employees?
4. What might be the result of an employee not adhering closely to company rules and regulations?
5. Why should an employee try to be courteous to his boss? His fellow workers? To business customers?
6. Does an employer have the right to expect his employees to complete an agreed-upon amount of work punctually? Why?
7. Why does an employer have the right to expect his employees to complete a certain amount of work per hour, per shift, or per day?
8. Would you prefer to hire a man who tries hard to find new and better ways of doing his work, or would you want a man who just follows directions and doesn't attempt anything beyond that? Why?
9. Do you think more highly of an employee who occasionally suggests ways of making the work more efficient or the product better, or do you appreciate an employee who does his work as he is told without ever saying anything about it?
10. How do you regard employees who try to help their fellow employees who are having difficulty on the job and who also encourage others to do better and more efficient jobs?
11. How would you regard an employee who encourages his fellow employees to get a difficult job done on time even though many problems and obstacles kept interfering?
12. As an employer, which worker would you promote to a higher paying job - one who works hard on the job and always gives a full day's work, or one who takes it easy and doesn't want to tire himself out on the job? Why?
13. Does personal appearance and grooming help or hinder one's job success? Why?
    a. Put yourself in the role of an employer while answering these questions. Do you want employees in your office or store to wear neat, clean clothes or dirty, sloppy, old clothes? Why?
    b. If you were to select a man from your shop to talk to customers during busy times, would you choose someone who wears extreme styles (i.e., flaming colors and fancy tailoring), or would you pick a person who customarily wore neat, clean, work clothes?
    c. Does the type of care a person gives to teeth affect his relationship with the customers, his employer, and fellow employees?
    d. In what occupations would personal cleanliness be important for job success? Why? (Students may contribute their ideas concerning as many occupations as they can and give the reason for the importance of personal cleanliness in each.)
14. Do a worker's eating habits have anything to do with his success on the job?
    a. Should a worker eat a good breakfast each morning, or may he skip breakfast and eat a good lunch? Why?
    b. Can eating too much hurt a person's chances for job success?
    c. What kinds of jobs require a high calorie intake? (Contrast the calorie intake needed for workers in a variety of occupations such as clerk vs. truck driver.)
15. Do a worker's living habits affect his job success?
    a. Do you prefer to hire workers who come to work after a good night's sleep or workers who are tired after having fun late the night before? Why?
    b. What effect does lack of sleep have on worker safety?
    c. Would a hangover have any effect on the way a worker acts on the job? Explain.
    d. Does it make any difference to an employer if a worker has a few (alcoholic) drinks while on the job? Why?
    e. Is it all right for a worker to take a few mornings off occasionally if he has a bad hangover?
    f. What do you think of employees not showing up some mornings because of hangovers? Why?
    g. Should a worker be able to smoke on the job? Sometimes? Always? Explain.
16. What do you think of employees who get many personal phone calls at work?
17. Would you discourage a great deal of chatting and horseplay on the job?

Organize several student panels which will lead class discussions in a variety of areas that may profitably be discussed. Include such topics as:

- Judging an employer's attitude
- The importance of talking things over
- Is life always fair?
- Unintentional abuse
- Racial prejudice
- How to explain yourself unemotionally
- How to quit a job

Set up a self-analysis chart similar to the following so that each student may rate himself and become aware of areas which need improvement.

STUDENT INFORMATION SHEET

SELF-ANALYSIS: RATE YOURSELF ON THE FOLLOWING

	High	Medium	Low
1. Promptness			
2. Cooperation			
3. Mental alertness			
4. Reliability			
5. Cleanliness			
6. Accuracy			
7. Patience			
8. Physical energy			
9. Orderliness			
10. Thoroughness			
11. Ability to get along with others			

Set up bulletin board displays of helpful rules and suggestions for better employer-employee relationships. (see Uses of Bulletin Boards, Appendix A, p. 208) similar to those on the following Student Information Sheet.

STUDENT INFORMATION SHEET

ATTITUDES EMPLOYERS WANT IN YOUNG PEOPLE

- A place of business is not for social contacts; not for outside interests.
- Workers are members of a business organization and must work and not play.
- The world does not owe one a living; and an employer is entitled to a day's work for a day's pay.
- When working with many other persons, one must learn to cooperate.
- One should study the job and discover how to improve one's position.

HOW YOU CAN HELP YOURSELF

- Train yourself - learn a skill.
- Show and develop an interest in the work.
- Develop a goal for the future.
- Learn to take criticism that is meant to be helpful.
- Don't waste time - learn good habits.
- If you finish one job, ask for something else to do.

WHAT TO DO AFTER YOU GET THE JOB

- Have the employer sign the "Pledge of Employment" form.
- Get your working papers promptly. This is *your* responsibility.
- Notify agency that referred you to the job.
- Learn *rules, regulations, rights, responsibilities, privileges.*
- Be sure to fill out all forms - social security, income tax, etc.
- Be loyal to the company or person for whom you work.
- Be on time the first day and every day.

HOW TO GET A PROMOTION

- Be willing to do more than you are getting paid for doing.
- Do as little griping and complaining as possible.
- Learn about other jobs in the plant or office.
- Never be late or absent except for legitimate reasons.
- Keep yourself, your desk, your workbench, or table as neat as possible.
- Continue to study and learn.

Students need to develop the necessary understanding and attitudes for better interpersonal relations on the job. Begin the class by presenting the following case history:

A fellow in one of my other groups told us that recently he walked out on a good job. Conditions were pleasant, the work easy, and the pay good, but one day his employer said, "Boy, take this package over to the shipping department," and he saw red. He shouted, "No one talks to me like that. I quit!" He slammed the door as he walked out.

After presenting the case, ask for reactions to this situation.

ANTICIPATED RESPONSES

- I once quit a job when a boss insulted me. I take no guff from anyone.
- I would say, "My name is Andres, not 'Boy'."
- Maybe it's the way he dressed and acted.
- Talk it over with the boss. Let him know how you feel.
- Ask the boss why he treated him like that.
- There's an ad in the subway that says, "'Boy' is what you'll be called the rest of your life if you don't get an education."
- My boss told me my work wasn't good enough, so I quit too.
- No one is ever going to talk down to me and get away with it. I'd fight and show him.
- You're already in a one-down position with an employer, so you might as well compromise.

SUGGESTED DISCUSSION QUESTIONS

- How do you feel when you are called "Boy?" Why?
- What does being called "Boy" mean to you?
- What do you think it meant to the employer?
- How do you judge an employer's attitude toward you?
- How would you explain to the employer how you felt and what his remark meant to you?
- Why is it not wise to jeopardize a good job just because of one incident? What things should be taken into consideration?
- Have you ever insulted anyone else this way without any intention of hurting his feelings?
- Is there a difference between healthy and unhealthy pride? Explain what it is.
- Why is it important to talk things over?
- Do you think it's hard to talk things over when you feel hurt? Why?
- Is life always fair? One hundred percent of the time?
- Do you understand a situation better if you are sensitive to the other person's needs as well as your own? Why?
- Why is compromise sometimes necessary?

ANTICIPATED RESPONSES

- Everyone has a right to pride.
- No one has a right to talk down to you.
- If someone insults you, that's it.
- If you know your own self-worth, no one can down you.
- If you're educated, you won't need to have a menial job.
- If you act with dignity, no one will treat you with disrespect.

To summarize this learning sequence, review the following themes which were developed during the sessions:

- Racial prejudice - stereotyped images of people, the effects of education, the varied aspects of respect
- How to explain yourself without getting angry
- How to leave a job in order to get a better one
- How to keep a job when an employer is hard to get along with

For additional followup to this session, discuss some of these topics:

- How to get a good reference if you have to leave a job
- How to develop self-confidence through understanding other people

- How to disagree amicably
- How to press your point and still remain friends
- How to maintain self-confidence through responsibility and competence
- How to influence others

The purpose of this sequence is to develop a more positive attitude toward attendance through the exploration of reasons why people tend to be late and/or absent and the resulting impact on job relationships.

Distribute duplicated copies or read any of the following vignettes to the group.

ATTENDANCE AND RESPONSE TO AUTHORITY

George Dane stopped by to visit Miss Cohen, the counselor. "Everything is just fine," he said quite cheerfully. In the course of this friendly conversation, he mentioned that he had been absent one day the previous week. Miss Cohen asked why.

"I guess I was just too lazy," he said.

"I can't agree," Miss Cohen said, shaking her head. "A man who works weekends and evenings to support his family and to continue school isn't lazy."

It was then that Mr. Dane remembered that the day before his absence, his teacher, Mrs. Bridge, had warned him that he could not be absent one more time. He could recognize the connection and analyze his reaction.

"I guess it's just rebellion," he said. "No one can tell me what to do."

ATTENDANCE: THE CHRONIC LATECOMER

Tardiness has been a problem all my life. I've lost jobs because of it. The boss liked me, but he just couldn't keep me on. I remember how angry my teacher always was in elementary or high school when I came to school late. After a while I stopped coming.

ATTENDANCE AND FEELINGS ABOUT THE JOB

I'm usually on time. No hangups. I can't stand people who keep me waiting. But I had a job once that I really hated. It was so dull, and I felt so useless. And I never, but never came on time. I even tried getting up early, but something always made me late to work. I couldn't quit the job 'cause at the time I needed the money. They fired me anyway.

WHY CALL?

On my last job, I worked in the office. It was an O.K. job... no great shakes. I was only there 3 weeks when our babysitter left us to go back home because her uncle had died. I had to stay home with the kids. I didn't bother to call the office to say that I was going to be out. When I got back, the job was filled.

The preceding vignettes may be utilized to initiate:

- Open-end discussions
- A buzz-group session
- A role-play session

SUGGESTED DISCUSSION QUESTIONS

- What's going on in this situation?
- Why do people behave this way?
- How should he have handled it?
- How would you have handled it?
- Sometimes you hear the expression, 'self-defeating behavior.' Was this person (these persons) defeating himself? (themselves?) Why?
- Why do you think he acted as he did?
- Are there any other alternatives?
- If you were the boss or teacher, what would you have done? Why?

ANTICIPATED RESPONSES

- Some students may react negatively and reject the concept of "self-defeating behavior" by labeling the problem as being outside of themselves.
- Some students may identify with these situations and realize that this has happened to them.
- Some students may react negatively and refuse to view their responsibility in a job or a learning situation objectively.
- Some students may gain insight as to their responsibilities to themselves, to their jobs, or to their learning situations.

Help students to examine their reactions and behavior which may develop as a result of changing situations so that they may develop attitudes needed for adjusting and coping with changes.

Begin the session by giving each student in the group a letter announcing a change in centers and instructions for traveling to the new center (see circulars below). Explore the students' reactions to the change.

STUDENT INFORMATION SHEET

July 18, 19__

TO: ALL STAFF MEMBERS
FROM: MARTIN MANN, TEACHER-IN-CHARGE
RE: CLOSING OF BUILDING

The entire building will be closed for repairs beginning tomorrow.

Report To:

Williamsburg Training Center
35 Arion Place
Brooklyn, New York 11206

See attached circular for traveling instructions.

MM: ash

Williamsburg Training Center
35 Arion Place
Brooklyn, N.Y. 11206

TRAVELING INSTRUCTIONS:

BMT Broadway-Brooklyn Line, Myrtle Avenue Station
or
BMT Myrtle Avenue El, Broadway Station
Eastern Parkway/Broadway Junction Station on IND Line is a changeover point to the BMT.

New York City Training Center
45 Rivington Street
New York, N.Y. 10002

Any bus to Brooklyn Bridge; transfer to bus over bridge; get off at last stop.

IND - "D" Train, Second Avenue Station
BMT - Broadway-Brooklyn Line. Get off at Bowery Station
IRT - Lexington Avenue Local, Spring Street Station

Mid-Manhattan Training Center
212 West 120th Street
New York, N.Y. 10029

TRAVELING INSTRUCTIONS:

IND - "D" Train, 125th Street Station (This stop is closer to the school.)
IRT - Broadway-7th Avenue Line, 125th Street (& Lenox Avenue) Station

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Harlem Training Center
132 West 125th Street
New York, N.Y. 10027

TRAVELING INSTRUCTIONS:

IND - "D" Train, 125th Street Station (This stop is closer to the school.)
IRT - Broadway-7th Avenue Line, 125th Street (& Lenox Avenue Station).

Jamaica Training Center
150-14 Jamaica Avenue
Jamaica, New York

TRAVELING INSTRUCTIONS:

IND - "E" or "F" Train, Parsons Blvd. Station or Sutphin Blvd. Station.

Hand out a circular to each student. Say to the students, "I have some instructions for you." (Allow students to react to notice of change (approximately 3 minutes). "Any questions?"

ANTICIPATED RESPONSES

- Anxious: This is awful. I don't know how to get there. Why do we have to move? I like it here. Why do they have to fix the building while I'm here?
- Negative: Forget it! They can just forget about me - I'm not going!

Explore with the students their various anxieties.

SUGGESTED DISCUSSION QUESTIONS

- What's wrong, you seem to be annoyed?

Possible Responses

  - I don't like to move. I'm comfortable here. How do you know who they've got over there? I didn't plan on going to another place.

- If things change rather suddenly, we tend to be upset about it. I wonder why?

Possible Responses

  - You know where you are now. You don't know what things are like where you are going. You get accustomed to a place and know everybody. You worry about starting all over again.

- When we have to change a place of work or start a new job, we begin to think about all the problems we may have to encounter; all the unknowns.
  - How will it be meeting new people?
  - How will they like us?
  - How will we like them?
  - Where will we find comfortable places to work and eat?

- This is perfectly natural. Human beings do not like to change, particularly when they have adapted to the present place. Can you think of a work situation where you might suddenly have to change?

Possible Responses

  - A nurse who has to move to another ward after she had adapted to her present one.
  - An office worker who has to move to another unit.
  - A machine operator who has to transfer to another plant.
  - An elevator operator who is laid off because of automation.

- In other words, there are some situations where we may have to change, not out of choice. How do we deal with it?

Possible Responses

  - I'd be miserable, but I'd go.
  - I want the job. I have no choice. I'd go.
  - It's more important that I work at this job. I'll stay with it.

To summarize the lesson:

- Encourage the group to define the problems involved in any specific change.
- Ask the students to suggest ways of controlling feelings (panic, fear, anger) so that they do not act on these feelings.
- Ask group members to summarize what they have learned about change.
  - Most of us get upset when we have to face change, particularly when we haven't made the choice.
  - One reason we get upset is that we fear failure. We have to reassess our own abilities to see if we can be effective on the new job.
  - We fear the unknown or the action it takes to adjust to a new situation once we are comfortable in the present one.
  - Once we know why we're upset, we can better accept the new situation.
  - The fact that we want a job or training helps us to accept the change.

As a followup to the lesson, discuss the following:

- The role of choice in a change situation
- The consideration of needs in a change situation
- The role of self-confidence in a change situation

This sequence is designed to assist the individual in adapting to new situations involving superiors and peers and in dealing with change successfully. This material may be used with groups which have developed some cohesiveness and some skill in problem solving.

Begin the class by citing a case study to evoke the inner feelings of self-worth of group members. Tell the students about the following situation:

John has been working for the same company for years. He receives a reasonable salary, enjoys his work, and likes the people on the job. John has been employed in the capacity of an office worker performing such duties as filing, answering telephone calls, and typing correspondence. One morning he was called into the office by his supervisor and given the following directions:

"Boy, I want you to finish the filing I gave you yesterday. I have some new work I want to give you."

Lead a discussion to stimulate student reactions.

SUGGESTED DISCUSSION QUESTIONS

- What's happening in this situation? Can you explain the supervisor's behavior? Explain possible reasons.
- Why is a man called "Boy?"
- How will John react?
- How would you react? Give specific reasons for your personal reaction.

ANTICIPATED RESPONSES

- I would be angry at the supervisor!
- What could I do about it?
- That's the way things are.

FOLLOWUP DISCUSSION QUESTIONS

- What is your attitude toward your supervisors? Your adjustment to coworkers? Why?
- Why do people form groups or cliques? Give some examples.
- Do you see any alternative ways of coping with John's situation?
- If necessary, plan to direct group activities toward additional considerations of situations involving change. For example, John might have trouble introducing himself to a new employee. John has to meet a new boss after adjusting to the old one.

ANTICIPATED RESPONSES

- I would leave.
- I would be angry at all of them.
- Maybe John is imagining they don't like him.
- John has to show some initiative himself.
- If John wants the job, he has to adjust.

SCRIT

I'm going to tell you about an apprentice who was quite upset by what happened to him on the job. As you're listening to what happened in this situation, see if you can figure out what went wrong.

Trainee 1: There was excitement at the printing plant this week

Trainee 2: What happened?

Trainee 1: Well, there I was mixing the pigments for the ink I was supposed to be preparing when this new foreman comes up to me out of nowhere and says, "What are you using that color for?" He actually tried to pull the stuff right out of my hand! He said, "I'm the foreman here."

Who is he anyway? He wasn't even on that section before. I knew what I was doing. I read the work order on the chart! But he wouldn't stop. I told him I wasn't going to talk to him - he could go see my boss. I tried to walk away from him, and he grabbed me by the arm. I don't allow anyone to touch me that way!

Well, he went and complained about me to the printer I work for. If I hadn't had my hands full, I would have hit him.

Students need help in learning how to cope with people in authority at work. They will need to explore alternatives in dealing with those who seem threatening. The session can be developed by the following methods:

- Read or play a tape recording of the above anecdote, then have the students role play the anecdote.

- Read or play the tape recording to identify attitudes toward people in authority.

SUGGESTED DISCUSSION QUESTIONS

- What are your reactions to this scene?

Responses

- Angry: I would have done the same thing. I don't like people pushing me around either.
- Aggressive: I wouldn't have answered at all. I would have punched him right in the nose.

- What do you think the foreman was trying to do? Why?
- Why did he grab the apprentice's arm?
- Why do you think this happened? Give specific reasons.

Ask the students to role play to understand the reasons for the behavior of each one. Ask for volunteers to play the roles of foreman and apprentice. At the conclusion of the first drama, the players reverse roles.

- How did you feel when you were the foreman?
- How did the apprentice make you feel when he tried to walk away?
- When you were the apprentice, how did you feel toward the foreman?
- What did you think he was trying to do?
- How would you handle this situation differently?

Ask students who suggest other approaches to illustrate their ideas by role playing, then ask the group to evaluate the second role-playing session.

- Will this way work better?
- Did the foreman become angry in this session? Why? or Why not?
- What did the apprentice do in this situation which stopped the conflict?

Help students summarize the situation somewhat as follows:

Sometimes we have to understand how people feel about their jobs. Sometimes a foreman does things to prove to himself that he is performing well. The worker may have to go along with the game so that conflict does not result. So, if the foreman is saying in effect, "Let me show you that I am in charge here," we have to learn to acknowledge this. Even a foreman can feel unsure of his position.

Students need to become aware of positive relationships between people and to recognize the need of relating positively to someone on the job. To begin this lesson use a word game to help students recognize trustworthy relationships already existing in their lives. Also,use a buzz session to give each student an opportunity to consider how and why he has developed a feeling of trust towards certain people in his life. Say to the students:

We're going to start with an activity today. I'm going to give each one of you a list with some names on it. Circle the name of a person you would go to if you had a problem and needed to talk it over. Think of the real people in your life.

STUDENT INFORMATION SHEET

mother
teacher
boss
girl friend
boyfriend
husband
wife
landlord
counselor
neighbor
aunt
uncle
fellow worker
cousin
father
sister
religious advisor
brother
grandmother
grandfather

Give the group sufficient time to think about the relationships suggested before asking them to indicate (by show of hands) their choices. Then list those persons most frequently selected by counting each choice. Say to the students:

Most people selected their mothers and fathers (or whatever group proved the highest frequency). I wonder why?

ANTICIPATED RESPONSES

- Well, those are the only people anyone can trust.
- You must be kidding. I'm not going to tell anything to my landlord.
- I've always been able to talk to my aunt. She's OK.
- I couldn't pick anybody on that list.

Say to the students:

I wonder what there is about these people you've chosen that makes it possible for you to trust them? Let's break up into small buzz groups and try to find some answers.

Organize the groups in any of several ways. It is important that students who chose no one or only one person be placed in groups in which there are students who chose many persons. Buzz groups will probably have four to five members. Direct each group to arrange chairs in small circles at different corners of the room, then walk around, observe the groups, and restate the task for any group not working.

After 10 minutes, suggest that all groups return to the large circle, and ask that one person from each group tell some of his group's ideas about how and why people decide to trust someone. After a volunteer concludes his comments, ask if anyone in that group wants to add something.

Note the similarities in trusting relationships and comments about them.

ANTICIPATED RESPONSES

- People you can talk to about anything are people you can trust.
- I never realized how often I visited my cousin just to talk things over.
- Most of us felt we had one person we could go to when we needed help.

Comment to the students:

So there are people you can trust. Do you think you could find someone you could trust on the job as well? Someone you could go to if you had a problem on the job?

ANTICIPATED RESPONSES

- Angry: I doubt it. Everyone's out for himself.
- Passive: I'd never go to anyone. I'd keep everything to myself.
- Realistic: I'd look around and see if there wasn't at least one person.

Encourage students to summarize and add any important ideas omitted. The summary might include the following ideas.

We all seem to need someone we can talk to or rely on. They are the people we trust. Trusting someone makes the whole scene a little more friendly; you don't have to feel alone. Sometimes when we do trust people, we're able to work on some of the problems that get in our way. Even on the job, we can look for someone to trust. Job situations have problems too. Sometimes we have to work them out with people on the job. You don't want to talk about every job problem with your family.

Construct role-playing sessions similar to the following: A student has a problem with his job. He has to ask someone for help. What does he do? What happens?

TEACHING MATERIALS

PAMPHLETS

New York State Department of Labor. State Office Campus. Albany, N.Y. 12223.
Why young people fail to get and hold jobs.

Science Research Associates, 259 E. Erie St., Chicago, Ill. 60611.
What employers want.

United States Department of Labor, Washington, D.C. 20210.
We're never too young to learn safety.

FILMS

Personal qualities for job success. CORF. 1952. 11 min. sd. color, b & w. [illegible]
Outlines the elements for job success - initiative, good personal appearance, businesslike work habits, willingness to take criticism, and the ability to get along with others.

SECTION XII - PROBLEM SOLVING

GENERAL TOPIC

What are socially acceptable behavior patterns which can be used in meeting and solving personal problems?

TEACHING OBJECTIVES

- To help students solve realistic problems
- To develop rational, rather than impulsive,ways in which students can respond to disturbing written communications from organizations
- To learn to deal with personal anger and frustration caused by policies over which the individual has little or no control
- To learn to cope with feelings of rejection
- To teach the use of the group process
- To help students deal with personal evaluations with which they do not agree

STUDENT UNDERSTANDINGS

- Analyzing personal problems as rationally and unemotionally as possible helps one find a workable solution.
- Emotional responses to problems often result in irrational and poor solutions.
- When dealing with problems, one should express initial anger, resentment, panic, or grief before deciding on a solution.
- When confronted with a problem, one should try to imagine how other individuals affected by the problem tend to feel.
- Discussion of a problem with others often helps an individual arrive at a rational solution.

CONTENT

- How can one control his emotions when confronted by disturbing situations?
- How can one adjust to unexpected personal injustices caused by impersonal bureaucratic organizations?
- How can one benefit by discussing personal problems with others in a group?
- How should one react when he feels he has been unjustly treated by someone in an authoritative position?

TEACHING METHODOLOGY

Give each student in the group a sealed letter (see sample on the next page) with his name and home address on it. The letter is from the City Board of Education and asks the student to provide Mr. Wallis, of the training allowance unit, with certain information

Prior to passing out envelopes, say to the group:

Make believe that you wake up tomorrow morning, eat breakfast, wash up, get dressed, and leave the house. On the way to school, you stop off at your mailbox and find one of these letters waiting.

DISCUSSION QUESTIONS

- How do you feel about receiving mail?
- Why do you have this reaction?
- What are your first feelings before opening the letter? Why? The group is then asked to open and read their letters.
- What will you do? Why?
- What will you not do? Why?
- What is your feeling toward the City Board of Education? Wh
- How will your feeling toward the City Board of Education influence your behavior?

- What is your general feeling about receiving mail from agencies? Why?
- How have your feelings influenced your behavior?
- What alternatives do you have?
- What are the consequences of each?

STUDENT INFORMATION SHEET

City Board of Education
Training Allowance Unit
1841 Broadway
New York, N.Y. 10023
August 28, 19__

Mr. Richard Jones — SS# 60-085-095
445 W. 49th Street — Starting Date: July 1, 19__
New York, New York 10016

Dear Sir:

(will be)
Your Training Allowance payments (are being) delayed pending receipt of the item(s) checked below.

Please return this letter and the requested documents in the enclosed postage-free envelope.

( ) Your birth certificate or other proof of age
( ) Birth certificate of your ____________________
( ) Your social security card or your unemployment insurance book
( ) Copy of your last income tax return
( ) Verification of employment
( ) Other

Very truly yours,

Saul Wolin
Manager

ANTICIPATED RESPONSES

Students may react passively, impulsively, or hostilely. Some will put the letter away and say they will respond when they have time. Others will go directly to the employment office instead of going on to school and later mail in the requested information. A few may even destroy the letter and raise a fuss about having checks delayed. Some will follow the letter's instructions.

Teachers may wish to arrange individual or group sessions with those students who have evidenced forms of self-defeating behavior in other contexts:

- In reacting to failure to learn
- In reacting to directions from a school aide
- In reacting to a change in training plan or schedule
- In reacting to criticism by a teacher
- In reacting to criticism by a fellow student

Distribute letters from the Department of Social Services. Some letters will indicate approval of requests for supplementary assistance, and others will deny assistance. Give the following introduction:

Pretend that your allowance is so small that you have been forced to apply for supplementary assistance from the Department of Social Services in order to stay in the program. I am going to give each of you a letter of reply from the Department of Social Services. (Allow the group sufficient time to read and understand the letters.)

STUDENT INFORMATION SHEET

Letter #1
DEPARTMENT OF SOCIAL SERVICES
330 Jay Street
Brooklyn, N.Y.

April 9, 19__

Unit 182 — Case #754026
Brooklyn Center — NAME: Joseph Ramsey

(Madam)
Dear (Sir):

This is to inform you that your application for supplementary assistance has been accepted. You will receive a semimonthly check of $33.00.

Very truly yours,

Robert Sullivan
Caseworker

RS/hf

STUDENT INFORMATION SHEET

Letter #2

DEPARTMENT OF SOCIAL SERVICES
330 Jay Street
Brooklyn Center

January 11, 19__

Unit 082
Brooklyn Center

Case #7540
NAME: Kenneth VanDenburg

(Sir)
Dear (Madam):

This is to inform you that your application for supplementary assistance has been denied.

Very truly yours,

Robert Sullivan
Caseworker

RS/bf

SUGGESTED DISCUSSION QUESTIONS

- What is *your* reaction to the letter of reply?
- Why do *you* react this way? Give specific reasons for *your* reaction.

ANTICIPATED RESPONSES

- Now I know I am getting some money at last.
- Only $20.00 a month? Cheapskate.
- What do *you* mean only $20.00? I am not getting anything.
- How come you and not me?
- Why do they give to some and not to others?
- It isn't fair!

Comment to the students:

It seems that not everyone received the same letter. Some people are going to get assistance and others are not.

SUGGESTED DISCUSSION QUESTIONS

- What do you think is going on?
- What happens now?
- Where does this letter leave you? Explain from a personal point of view.

ANTICIPATED RESPONSES

- You can't fight city hall!
- Well, I would want to know why I wasn't accepted. I would like to find out and know the reason.
- I would go down to see the caseworker and ask him what it is all about. Maybe it can be changed.
- Sometimes caseworkers are prejudiced. You never know.
- Maybe there are some papers you can bring to prove that you need the money.

Make the following statement:

Some of you are saying you would try to do something about it, that maybe more information is needed or maybe the caseworker is prejudiced; but you think you need to find out about it and work on it. Others are saying that nothing can be done about it. Why?

ANTICIPATED RESPONSES

- Because they are mad. When you get very angry,you can't think.
- You just want to do something to someone - get back at someone.

Assist the group in developing the following ideas to summarize the lesson.

- Dealing with large agencies can often be frustrating.
- Sometimes when we are very angry, we can't think of a proper course of action.

- We may have a right to be angry, but we also have a need to be able to solve problems rationally.
- Hating doesn't help us to solve anything.
- We have to decide what to do and where to get help.

If necessary after the conclusion of the lesson:

- Refer students who need additional help in working with the Department of Social Services to the social worker.
- Present additional information about supplementary assistance, qualifications, and other related matters to a group of students who are having difficulty living on their allowances.

Distribute the following letter describing allowance procedures to all newly enrolled students in the group.

STUDENT INFORMATION SHEET

CITY BOARD OF EDUCATION
TRAINING ALLOWANCE UNIT
1141 Broadway, New York, N.Y. 10022

March 20, 19__

Dear New Student:

Your request for allowance has been granted. However, there will be a 2 or 3 week waiting period before you will begin to receive your checks regularly. You will be in probationary training for 11 to 16 weeks. At the end of this period, you will be admitted to permanent training status. During this transfer period, there will be another delay of 2 to 3 weeks before you will receive your allowance checks again on a regular weekly schedule.

Because of the increased number of students requesting allowances, we have been unable to process papers as rapidly as we would like to. Therefore, there will be occasional delays in processing your No. 552 forms.

We would appreciate your cooperation and patience.

Very truly yours,

Walter Wadach, Supervisor
Training Allowance Unit

WW/hf

SUGGESTED DISCUSSION QUESTIONS

- Is this something you know about?
- What questions do you have about this?
- How does this affect you?
- What do you think about the situation? Why do you have this reaction?
- What plans do you need to make?

ANTICIPATED RESPONSES

- I can hardly manage on this allowance even if it weren't late.
- Why can't they hire more clerical workers?
- I guess I'll try to put away a little bit every week.
- I'll try to look for a part-time job to go along with this one.
- I'd better let my wife know about this and talk it over with her.

Encourage group members to explain their frustration and all the problems they anticipate as a result of these procedures. Schedule individual conferences for those who are unable to talk freely in a group. After the group presentation, lead the students into a discussion of available choices and encourage experienced members to report on the methods they have used in handling money problems. Also mention delays occasioned by absences, incomplete addresses, missing names on mailboxes, and the use of wrong social security numbers.

As a followup to this lesson, discuss the following:

- Necessity for regular attendance
- Necessity for recording all checks received and keeping related information
- Necessity for planning family spending procedures
- Necessity for dealing directly with frustrations and anger

Tape-record the dramatization below entitled "The Nosy Counselor." Advise the group that the tape describes a conversation between two students who just attended their first group counseling session. Play the tape.

SCRIPT

THE NOSY COUNSELOR

Bert: Gee! What do you think of that counselor today? What a session! He's so nosy. He always wants to know our business.

Joe: You think he's like that all the time or just when he's with the group?

Bert: Gee! I don't care what he's like all the time, but, boy, he sure is nosy with the group; and he's always asking us questions.

Joe: Yeah, sometimes he gets to me, too.

Bert: What do you mean he gets to you?

Joe: Oh, I dunno, sometimes you're right; sometimes he gets a little nosy, and he wants to get into my business, and I don't like it.

Bert: But he has no right; he's got no right to ask about our business; that's private.

Joe: Yeah, but I've been here a little longer than you, and I noticed that sometimes he tends to be... He means well; he can't always help me, but he means well.

Bert: Well, I don't think he means well. I don't see it that way.

Joe: You don't see any point in having these groups, eh?

Bert: Yeah, I think it's great. I think it's nice for a change, you know, to chat. But we can just talk about things that we do, what we did last weekend, or maybe things about the jobs. But why should he ask us questions about our private lives and how we feel about things?

SUGGESTED DISCUSSION QUESTIONS

- What do you think happened?
- Why do you have this opinion?
- How do you react to chatting in the group session as one student suggests?
- Why do you think the sessions are scheduled?
- What kind of work do you think this group will be doing?
- Upon what basis do you make this conclusion?

ANTICIPATED RESPONSES

- We have to talk about our problems.
- The counselor may be able to suggest to us what to do.
- I don't care about other people's problems; I have enough of my own.

Assist students in identifying the tasks of the group. Help them list functions such as the following:

- To work on personal reactions that may interfere with success in the program and on the job
- To share ideas for mutual benefit
- To learn to make better choices and decisions
- To learn to be a problem-solving unit so that every member of the group can get help when he needs it
- To pinpoint personal strengths and weaknesses and to work to improve weaknesses

The counselor should arrange for the group to get as much practice as is necessary to develop a task-oriented atmosphere.

Explore student records to identify the strengths of each student in the group. Then prepare individual letters indicating that each of four students has been rejected for some inadequacy in an area in which the student is actually adequate or even outstanding. The counselor distributes four letters. (See samples on next page.)

Letter #1 - Academic: The letter states that achievement is poor and the trainee cannot be continued in the program. This letter is to be given to a student with a good achievement record.

4

STUDENT INFORMATION SHEET

January 29, 19__

Mr. Donald Farmer
22 Lafayette Place
Brooklyn, New York 11201

Dear Mr. Farmer:

Our records indicate that your academic achievement in this Center does not meet the minimum standard for continuing in the program.

We regret that your termination with the Center must be effective as of March 11, 19__.

Sincerely,

Austin Nelson
Administrator

Letter #2 - Interpersonal Skills: This letter is to be given to a student who has good interpersonal relationships with others.

January 28, 19__

Mr. William Worthington
54 St. John's Place
Brooklyn, New York 11201

Dear Mr. Worthington:

We regret to inform you that your services will be terminated as of March 15, 19__.

It has come to our attention that you have been involved in several disputes with your fellow workers and that this critically interferes with the operation of our plant.

Cooperative relationships among workers is essential in our line of work. We believe it is in the best interests of our employees and management that your services be terminated at this time.

Kindly report to the personnel office for your final check.

Sincerely,

Courtney Dolan
Production Manager

Letter #3 - Attendance: This letter is to be given to a student who has an excellent attendance record.

January 30, 19__

Mr. Frank Buckley
54 St. John's Place
Brooklyn, New York 11201

Dear Mr. Buckley:

Please note that your record to date indicates a total of 34 days absent.

The Brand Production Company understands the necessity for absences due to extenuating circumstances. However, your record far exceeds the maximum number of days allowed for illness and personal business. Under the circumstances, we must ask you to terminate your services as of the 30th of this month.

We regret the necessity of this action because your work record appears satisfactory. Nevertheless, the management can no longer maintain your position on the payroll.

Sincerely,

Gaylord Van Guilder
Assistant Manager

Letter #4 - Appropriate Dress: This letter is to be given to a student who is well-groomed at all times.

January 30, 19__

Mr. Francis Fish
22 Lafayette Place
Brooklyn, New York 11201

Dear Mr. Fish:

This is to inform you that your services as waiter will be terminated as of March 13, 19__.

The Windsor Restaurant requires a minimum standard of grooming for its staff, a standard which, according to our observations and records, you have failed to meet. Mr. Shallow informs me that this matter has been discussed with you on repeated occasions and that you have made no effort to improve.

Kindly report to the personnel office on the 2nd floor for your final check.

Sincerely,

James Lawliss
Personnel Director

Each student in turn reads his letter to the group and has an opportunity to talk about his reaction.

SUGGESTED DISCUSSION QUESTIONS

- Mr. X, how would you react to this letter?

Possible Responses

• Angry:	This is a lie! They're picking on me.
• Passive:	I guess it's so if they say so. They know better than I do how I'm doing.
• Confused:	I thought I was doing well. Something is wrong here.

- How did you feel when you read the letter? Why?
- Do you think that the statements are true? Why?
- Does this information differ in any way with your evaluation of yourself in this area? How?
- What are you really like?
- How can we know what our strengths and weaknesses really are?
- Suppose you think this letter is unfair to you. What would you do about this situation?
- What would you do if this happened on the job?
- How can we correct an erroneous impression others have of us?

Possible Responses

• Angry:	They're a bunch of liars, and I'd go down there and tell them off.
• Passive:	I'd forget about it.
• Realistic:	I really feel this is an unfair evaluation. I know I am good at this. I guess I'd go down to the employment office and ask to see the results of my test and then perhaps ask for another test.

Help the students arrive at conclusions similar to the following:

- If we're not sure of our own abilities, we have difficulty explaining ourselves to others. If we're the least bit unsure of our best points, we become angry or upset when someone tells us we don't have ability.
- Some people are easily defeated. They become very angry and want to strike out at anyone.
- A realistic approach involves collecting accurate information about yourself and getting people to consider it.

As a followup to this class session:

- Hold sessions with different letters for each student.
- Set up role-playing situations in which the student discusses the letter with his employer.

SECTION XIII - FORMS AND PAPER WORK ON THE JOB

GENERAL TOPIC

With what kinds of forms should a student seeking employment be familiar?

TEACHING OBJECTIVES

- To develop understanding of the significance of all forms used by business, industry, or government agencies
- To provide preparation for some of the questions the employment seeker will probably face
- To foster an understanding of the importance of being prepared to answer questions on various forms
- To provide experience in filling out sample forms accurately and neatly
- To provide practice in following directions for filling out forms

STUDENT UNDERSTANDINGS

- Most business, industrial, and governmental agencies keep detailed personnel records.
- Employment records provide employers and personnel directors with data concerning the employee's,and the potential employee's,background, education, experience, etc.
- An application blank often reveals much about the applicant; i.e., his neatness, accuracy, degree of preparedness, etc.

CONTENT

- Why is it important to fill out forms accurately?
- Is past information concerning previous jobs, school records, and military service important?
- Are records of things such as hospitalization, pension plans, and vacations important?
- What are the major differences in such health plans as Blue Cross, Blue Shield, Major Medical, H.I.P., and GHI ?

TEACHING METHODOLOGY

Mimeograph a checklist of information that each student is to fill out and bring to class. Ask that they practice making legible lists.

Sample List:

Name (Last name first)
Address
Social Security Number
Date of Birth
Age
Evidence of Citizenship
Service Records
Employment Experience (Dates)
Names and addresses of former employers

Collect a variety of forms (preferably in class quantities) from local firms and government agencies. Using an overhead projector, fill out one form with the class. Ask that the forms be handed in, and check them for legibility and accuracy. Utilize the aid of the counseling staff for constructive criticism.

Spend some time in teaching students how to apply for a social security number. If possible, obtain blanks from the local office for practice. If not, use the sample explanation and form below.

STUDENT INFORMATION SHEET

When you apply for a social security number, you have to fill out a white card. Below is the information you will be asked to put on the card. Even if you already have your social security number, put the information that is asked in the empty spaces. *Print* all the information except the signature. If you don't know the information that is being asked for in any item, write "Unknown."

1. Fill in the name you gave your present employer, or, if unemployed, the name you will use when you are employed. If you use no middle name or initial, draw a line.

First name ____ Middle name ____ Last name ____

2. Mailing address ____ No. and St., P.O. ____ City ____ State ____ Zip Code

3. Print full name given you at birth ____

4. Age on last birthday ____ 5. Date of birth ____ Month ____ Day ____ Year

6. Place of birth ____ City ____ State ____ County

7. Father's full name, regardless of whether living or dead ____

8. Mother's maiden name (before marriage) ____

9. Sex Male ____ Female ____

10. Have you ever applied for or had a Social Security or Railroad Retirement number? Yes__ No__ Don't Know___ If the answer is yes, print the state in which you first applied and when. Also print your account number if you know it.

____ State ____ Date ____ Account Number

11. Business name of employer. If unemployed, write "Unemployed."

____

Employer's address ____ No. and Street ____ City ____ State ____ Zip Code

12. Today's date ____

____ Write your name as usually written

Invite a representative from the income tax division to explain the variety of forms used. Explain the nature of the class,and ask him to bring forms in sufficient number for practice work. Ask him to cite the common errors which cost the taxpayer money.

Employee's Name Department

Division Position

FIRST SECOND FINAL *CHECK ONLY ONE STATEMENT IN THE FOLLOWING GROUP*

___ ___ ___ Output is unusually high
___ ___ ___ Output is consistently above average
___ ___ ___ Average work output
___ ___ ___ Requires more time than average to complete work
___ ___ ___ Output is extremely low

CHECK ANY STATEMENT THAT APPLIES:

___ ___ ___ Learns new tasks rapidly
___ ___ ___ Slow in understanding instructions
___ ___ ___ Pays insufficient attention to his work
___ ___ ___ Displays enthusiasm in his work
___ ___ ___ Demonstrates a desire to improve his knowledge

CHECK ONLY ONE STATEMENT IN THE FOLLOWING GROUP

___ ___ ___ Keeps accuracy of work exceptionally high
___ ___ ___ Accuracy of work is consistently above average
___ ___ ___ Makes more than the average number of errors
___ ___ ___ Habitually makes careless errors

CHECK ANY STATEMENT THAT APPLIES:

___ ___ ___ Talks a great deal on the job
___ ___ ___ Makes a good appearance
___ ___ ___ Work is neat
___ ___ ___ Does not take his job seriously
___ ___ ___ Has potential to do more challenging work
___ ___ ___ Takes unpleasant jobs in stride
___ ___ ___ Can be relied upon to complete a job properly
___ ___ ___ Sits around without informing supervisor when he has no work to do
___ ___ ___ Cooperates to the fullest when asked to perform unusual assignments

FIRST SECOND FINAL *CHECK ONLY ONE STATEMENT IN THE FOLLOWING GROUP*

___ ___ ___ Requires little or no supervision
___ ___ ___ Requires less than the average amount of supervision
___ ___ ___ Requires the average amount of supervision
___ ___ ___ Requires more than the average amount of supervision
___ ___ ___ Almost always has to be told exactly what to do

CHECK ANY STATEMENT THAT APPLIES:

___ ___ ___ Gets along well with fellow employees
___ ___ ___ Voluntarily helps fellow employees when opportunities arise
___ ___ ___ Feels abused when fairly criticized
___ ___ ___ Seeks and does additional tasks beyond those required

Date

OVERALL RATING

Above average __
Average __
Below average __
Supervisor __
Remarks

Above average __
Average __
Below average __
Supervisor __
Remarks

Above average __
Average __
Below average __
Supervisor __
Remarks

Duplicate several preceding application forms,and fill them out for fictional personalities. Give one a good work record and a good attendance report; give another a spotty record, poor attendance. Still another might have a criminal record.

- Ask students to role play the part of a prospective employer and make a decision as to which one he might hire.
- Arrange for several faculty members to set up individual conferences offering constructive criticism of student practice forms.
- Write for application forms and pamphlet material from Blue Cross, Blue Shield, H.I.P., GHI, and others.
- Discuss the information necessary to fill out these applications.
- Invite an insurance representative to discuss the difference in coverage.

Distribute copies of the performance rating form on the preceding page to the students. Explain to them that supervisors and foremen have forms such as these to fill out for each employee in their section or unit.

Ask the students who are presently employed part-time to rate their own performance on the job as they think a supervisor would rate them. Pick several student volunteers to explain to the class how they rated themselves. Have them explain the justification for each rating. Conduct the class according to the procedure explained in Appendix C, On-the-Spot Technique, p. 311.

Encourage the students to ask questions similar to the following:

- Why did you rate yourself above (or below) average in this characteristic?
- How did you determine what the average was?
- What could you do to pull up your rating in this characteristic?
- If you were a supervisor, would you want to hire a person with your rating? Why?

In order to help trainees become familiar with the contents of employment applications and the procedure of interviews between the employer and employee, secure employment applications (examples, Macy's, Korvette's, U.S. Post Office), and give advance notice that they will be filling out these forms. Instruct them to bring any materials they feel will be helpful in providing information needed.

SUGGESTED DISCUSSION QUESTIONS

- What kind of information does one need in order to fill out an application and/or have a job interview?

Possible Responses

- Social Security card
- Draft card
- Discharge papers from service
- Complete list of past employers and dates employed, dates employment terminated, wages earned, reasons for leaving, names of supervisors
- Dates attended grade school and high school, date left school
- Names, addresses, and phone numbers of personal references
- Pocket dictionary

- How important is the employment application to your being hired for a job? Why?
- What does an employment application tell an employer about a possible employee?
- What criteria do you think an employer uses in selecting an employee? Give specific examples.

Anticipated Responses

- From the application
  - Neatness of application
  - Correct spelling of words and correct word usage
  - Penmanship
  - Work history: Is it stable,or are there unexplained gaps between jobs?
  - Education: Has he completed high school, or does he have trade training? Is training applicable to the job for which he is applying?
- From the interview
  - Manners
  - Presentation of qualifications: Does the person have confidence in his ability?
  - Poise: How he carries himself
  - Ability to explain his situation clearly

The following day remind the students what was expected of them in the way of preparation for this meeting. Then distribute the employment applications and allow sufficient time for their completion. Collect the applications,and select four volunteer applicants who leave the room while you assist the group in setting up the criteria for selecting a job applicant. Select one student to play the role of the interviewer. After setting up the application form of each volunteer so that it can be easily seen on the overhead projector or viewer, call each applicant in turn and proceed with an interview. Have the student interviewer ask the same questions of each one.

TEACHER INFORMATION SHEET

INTERVIEW QUESTIONS

- Education
  - Why did you leave school?
  - From what school did you graduate?
  - What kind of training course did you take?
- Employment
  - Why did you take your first job?
  - Why did you leave it?
  - What have you done between jobs?
- Training
  - Why did you select this particular training?
  - What is involved in this particular training?
  - What have you learned?
- Travel
  - Would you consider traveling as much as 1 1/2 hours to a job? Why do you feel this way?
- Police Record
  - Have you ever been arrested for a crime?
  - Have you ever been convicted of a crime?
- Pay
  - How much do you expect to earn?
  - How much would you like to be able to earn within the next year?
- Hours
  - Which hours of the day do you prefer to work?
- Marital Status
  - Are you married?
  - Do you have any children?
  - Do you have someone to care for them?
  - Would their care necessarily keep you from working?
- Health Status
  - Have you had a physical examination lately? When?
- Goals
  - What is your main goal in life?
  - Would you like to own your own home?
- Associations
  - Do you get along with coworkers?
  - Have arguments with coworkers ever forced you to quit a job?

Give the group the opportunity to ask questions and to make comments after completing the interviews. Encourage students to take notes and to help each applicant by assisting him to identify his strong and weak areas according to agreed criteria.

After interviewing all four students, take a vote and encourage the students to discuss how they should decide who to vote for.

ADDITIONAL ACTIVITIES

- Homework: Ask each student to list his strong and weak are in applying for a job.
- Schedule individual conferences for students who have obvious problems which they must plan to overcome.
- Set up mock interviews between students (later in the school year) so that they can all practice the skills necessary for applying for jobs.

TEACHING MATERIALS

PAMPHLETS

Peterson Handwriting, Greensburg, Pa. 15601.
Improve your handwriting for job success. $1.50.
The "common sense" approach to teaching handwriting. $1.98.
Handwriting legibility kit (For adults and young adults). 49¢.

TRANSPARENCIES

The income tax. VPD3M. 1968. No. 2 catalog, no. 120620. P-VPD3M.
Outlines the U.S. taxing system.

Personal checking accounts and income taxes. MGHT. 30 sheets. P-MGHT.
Includes completing tax forms, opening a checking account.

Income tax kits. IRS. 32"x44" charts. F-IRS.
Interesting general forms and problems.

SECTION XIV - PREJUDICE IN EMPLOYMENT

GENERAL TOPIC

How does prejudice affect members of minority groups in getting and keeping jobs?

TEACHING OBJECTIVES

- To foster understanding about the relationship of prejudice and ignorance
- To develop methods for constructively combating the effects of prejudice
- To inculcate attitudes of tolerance, even toward the intolerant
- To provide information regarding legislation dealing with antidiscrimination

STUDENT UNDERSTANDINGS

- Prejudice results from a certain type of ignorance.
- The educated and wealthy may be as intolerant as the unschooled and the poor.
- Intolerance often has led to discrimination in employment and housing.
- Patterns of prejudice are passed from parents to children.
- Intolerance and prejudice can breed a divisiveness dangerous to our national security.

CONTENT

- What is prejudice?
- Do all people have some form of prejudice?
- Are all prejudices concerned with certain groups?
- What are minority groups? What makes minority groups?
- Do people have preconceived ideas about individuals who make up minority groups? How can prejudice affect obtaining or keeping a job?
- What are some occupational areas that have been "out-of-reach" of minority groups? Why?
- How do prejudices start,and how might they be changed?
- Are there prejudices about the majority?
- Can prejudice affect one's chances of getting a job or job promotions?
- Does public opinion play a role in combating intolerance?
- How do stereotypes harm intergroup relationships?
- Why is it necessary to be conscious of the dangers of prejudice to all groups as well as your own?
- If the rights of one minority are in danger, why are the rights of all minorities jeopardized?
- Can a member of a minority jeopardize the position of his group by being vocal and poorly informed?
- What groups take pleasure and profit from disunity within the United States?

TEACHING METHODOLOGY

Bring to class a bundle of sticks of varying sizes and colors and a piece of cord with which to bind them. Ask a small student to select one stick and to break it. Then bind the sticks together tightly and ask one of the physically larger and stronger students to break the bundle in two. This is relatively impossible and should serve as a means of kicking off a discussion of the value of unity.

Plan to spend a little time setting up the vocabulary necessary for understanding the materials to be presented. Write each of the following words on the chalkboard. Ask several students for definitions. When the group agrees on a definition, write it next to the word.

immigrant
emigrant
discrimination
intolerance
prejudice
displaced person
racist
preferential
quota
native-born
naturalized
foreigner
alien

It is preferable to begin the study of this unit early in February so that by the last week of the month the class can take part in Brotherhood Week. Obtain program materials from the National Conference of Christians and Jews, 43 West 57th Street, New York, N.Y. 10019. Students may also take part in Race Relations Day sponsored by the National Council of the Churches of Christ of the United States of America, 475 Riverside Drive, New York, N.Y. 10027.

After preliminary discussion, show the film *Everybody's Prejudiced* (see the bibliography in this section), which illustrates the varying degrees of intolerance and the reactions of the bigot. Discussion questions should be set up to elicite personal experiences encountered by members of the class. Ask the students to share personal experiences and give examples of people who overcame such attitudes.

Read or tell the students the following story:

When Jacky Robinson was first hired by a major league baseball club, he was warned that since he was the first Negro in such a position, attitudes and reactions might determine the future of such opportunities for his people. He was also cautioned that there might be name calling and vicious comments. There were some incidents, but soon the fans' enthusiasm for Robinson, his abilities, and their respect for his dignity and tolerance far outweighed any other emotion.

SAMPLE QUESTIONS

- Have you ever been angered by name callers? How did you react? Why?
- Would retaliating in the same fashion make you any better than the person insulting you? Why?
- Have you known anyone denied a job because of race, color, or religion?
- Have you known anyone denied housing because of race, color, or religion? Who?
- What kind of organizations have discriminated groups set up to help themselves?
- Does a person in a minority group have to strive to develop his talents to an even greater extent than other people? Why?
- Can a person's study of the facts about bigotry and intolerance cushion him against some of the shock of meeting unpleasant situations? Why?
- Why should every person know as much as possible about his own background and that of his neighbor?

Illustrate the fact that many minority groups have faced problems and that the total result is often more far reaching than simple group destruction. Read or tell the students the following story:

In 1492 the Spanish monarchs ordered the extinction of all Jews and all Moors. Their purpose was to create a population that had a quality of sameness. Since the Jews and Moors were non-Christian, they did not fit into the Spanish pattern. The Jews had brought to Spain their literacy, their music, their knowledge of chemistry, medicine, and trade. The Moors had brought their knowledge of mathematics, metalwork, architecture, printing, etc., and yet they were driven out. About a century later Spain began its drop from a first-rate power to the position it holds today.

SAMPLE QUESTIONS

- Can a country afford the loss of its potential talent because of prejudice? Why?
- What is meant by the term "brain drain"?
- Is "sameness" a desirable quality?
- Why did a movie like *Guess Who's Coming for Dinner* create no stir in an area like Hawaii?

Using such references as *Who's Who in America* and *Current Biography*, make a listing of the home addresses of 100 notables who are members of minority groups. Give several addresses to each member of the class, and ask that they write letters to these people asking for advice for a young person growing up in today's cities. Collect these letters in one binder, and request funds of the center for having them reproduced by offset printing. If funds are unavailable, appoint a student committee to solicit funds from community leaders who desire to act as patrons. The finished work may be sold, and the funds used for field trips, references, photographic supplies, etc. Make certain that the project gets local newspaper coverage.

SAMPLE LETTER

Learning Laboratory
State Street
Albany, New York 12224
September 15, 19__

The Honorable Richard Brook
United States Senate
Washington, D.C.

Dear Sir:

Our class is compiling materials obtained from outstanding men in order to compile a booklet entitled "They Made It - You Can, Too." Since you are a member of a minority group, we hoped that you might give us some advice in overcoming the problems of prejudice that we still face today.

Since your own life is an inspiration to many, we would appreciate any suggestions you can offer.

Sincerely,

William Martin
Committee Member

Have the class do a photographic essay of inner-city youngsters in their homes and at play. Ask them to caption each picture with an anecdotal account which indicates each child's particular problem. Request permission from a large department store to set up a display in one of its windows and to provide pertinent newspaper publicity.

Use *The Negro Mood* by Lerone Bennett, Jr. (Johnson Publishing Company, 1964) to study the cultural environment of the American black man. Set up a series of biographical reference topics, and ask members of the class to collect as many materials as possible on the people assigned. From these, students may create bulletin board displays and fill file folders.

Dancers

- Bill Robinson
- Katherine Durham
- Pearl Premus

Singers

- James Brown
- Pearl Bailey
- Mahalia Jackson
- Leontyne Price
- Nat "King" Cole
- Diana Ross
- Eartha Kitt
- Dorothy Maynor

Writers, Poets, etc.

- Frank Yarby
- Richard Wright
- Countee Cullen
- Arna Bontemps
- Gwendolyn Brooks
- Ralph Ellison
- James Baldwin
- Langston Hughes
- Paul Lawrence Dunbar
- Alexandre Dumas
- Phyllis Wheatley

Television

- Clarence Williams III
- Dianne Carroll
- Richard Hooks

Artists

- Jacob Lawrence
- Mitchell Bannister
- Hughie Smith
- Norman Lewis
- Henry Tanner

Movies and Stage

- Sidney Portier
- Jimmy Brown
- James Earl Jones
- Dianne Carroll
- Paul Robeson
- Lena Horne

Composers

- Louis Armstrong
- Duke Ellington
- W. C. Handy
- Fats Waller
- Jimmy Launceford
- Dizzy Gillespie
- Count Basie

Arrange for a field trip to the Metropolitan Museum of Art in New York or a suitable local museum. Request a guide who can discuss the merits of Afro-American art and who will make a point of showing the work of such men as Henry O. Tanner. Also contact the Detroit Institute of Art for copies of the work of Newberry winner, Lester Johnson, Jr.

Purchase *Folk Songs of Africa*, a series of 10 sound filmstrips in color (Bowman Records B4001), and request the aid of a local music instructor in interpreting and teaching the selections to the class for a possible school "sing-out" program.

Set up bulletin board displays for Negro History Week. Check *Great Negroes Past and Present* by Adams, Afro-Am Publishing Company. 1963.

Discuss the problems of other American minority groups, and show how each has much in which it can take pride. Use filmstrips which show the art of Michelangelo and Da Vinci (Italy), El Greco, Velazquez, Picasso, (Spain), etc. to illustrate the artistry of various peoples.

Since the students in the class are ghetto residents, it is necessary for them to understand the concept of the ghetto, the factors which segregate or isolate a single group and the factors which can allow members of that group to escape. Surprisingly, within the ghetto itself, there are opportunities which do not lie outside, just as there are debilitating influences. This should be pointed out.

Read or tell the students the following story:

The word ghetto dates back to the 16th century when both church and civil law in Italy forbade Jews and Christians to live together. As far back as the 13th century, Jews in Spain were segregated behind walled city areas. The institution became common throughout Europe but was partially abolished during the French Revolution and its movement for equality. In the 1930's, the Nazis again passed laws to bring the Jewish population into concentrated areas as part of their plan for more efficient annihilation.

DISCUSSION QUESTIONS

- Since laws usually represent the will of the majority, how could laws setting up or perpetuating ghettos exist?
- Does a law which damages the human rights of any part of the population damage the total population? Why? (For example, do laws interfering with the education of 10,000,000 nonwhites in America in any way affect the standards of the total population?)
- Why should minorities be as well informed and as vocal as possible in stating their cases?
- New York City has one of the largest Jewish populations in the world and has never had a Jewish mayor. Does this indicate anything about the feelings that must exist within the controlling political parties?
- Adam Clayton Powell's wife contends that he is actually not a Negro. Why has his color been a political asset?
- Both Dublin, Ireland and London, England have had Jewish mayors. Does this indicate anything about the feeling of the population?
- People from nonwhite foreign countries find easy acceptance in college communities and yet nonwhite Americans often have difficulty. What possible reasons might exist?
- Why does our State Department worry when some nonwhite ambassador from a foreign nation is mistreated in an American motel or restaurant?
- Why do Americans in general lack information about blacks, Indians, Mexican-Americans, Orientals, and Jews?
- Why do many minority groups lack information about themselves?

Tape the chapter from J. Edgar Hoover's *Masters of Deceit* showing how minority groups have been used by anti-American groups to undermine our governmental structure. Request a speaker from the F.B.I. to discuss this problem with the class. (See Appendix B, Inschool Speakers, p. 305.)

After the problems of prejudice have been thoroughly discussed, analyze the relationship between prejudice and job and vocational discrimination. Have the class list occupations from which certain groups are excluded or are hired only in token numbers. Ask students the following questions:

- Although many nonwhites work in stores, what types of jobs do they usually have?
- What percentage of trade union members are nonwhite?
- Are many nonwhites employed by banks, insurance companies, etc.?
- Using the city directory, list the names of the bank presidents in your city and make a guess as to their color and religion.
- What percentage of the population of your city is nonwhite? Is this percentage reflected on the school board? In legislative representation?

Plan a field trip to one of the large companies in the area, and have a committee of students do a photo essay on their tour. Have them do an informal survey of the number of representatives of minority groups they see employed in executive positions.

Set up a panel discussion to be covered by the local news media, and ask that the speakers representing local industries bring certain types of personnel data with them. Ask that they discuss the percentages of nonwhites, Jews, Italians, Puerto Ricans, or other minorities whom they employ. For example, ask that a local insurance office specifically cite the number of black agents as compared with the number of black executives. If no figures are available, ask that they hazard a guess.

Contact the New York State Commission on Human Rights, 270 Broadway, New York, N.Y. 10007 for information concerning the methods by which an aggrieved individual or organization may file a verified complaint since this program, through the use of enforcement and education procedures, is aimed at preventing and eliminating discrimination in employment, housing, places of public accommodation, and in education based on race, creed, color, national origin, sex, or age. Enforcement is obtained by seeking court orders affirming the Commission's decisions. The educational procedures are conducted through such activities as mass media publicity, speeches, conferences, workshops, consultations, public meetings, and training programs. Under this program, the Commission processes complaints filed by individuals as well as initiating its own complaints.

Request a speaker who will discuss the variety of complaints received and the methods used in alleviating unsatisfactory conditions. Send for their pamphlet materials in class quantities for preliminary study before the arrival of the speaker so that the students may prepare relevant questions.

Pamphlets available are:

- *Law Against Discrimination*
- *Equal Rights in New York* (English and Spanish)
- *The Older Worker*
- *Housing Rights in New York State*
- *Pre-Employment Inquiries*

Contact the New York State Office of the Attorney General, Department of Law, 80 Centre Street, New York, N.Y. 10013 for information as to how to obtain assistance from that office regarding discriminatory practices in employment. This program is designed to assure all members of the public, regardless of race, color, or creed, the full exercise of their civil rights through enforcement of various statutes against discrimination in public housing, employment, and public accommodations. The program is also designed to give special attention to the needs of the poor for legal representation both in civil and criminal matters. There are also federal funds available for the development of neighborhood law offices. Request class quantities of pamphlet materials for study and a representative to answer pertinent questions.

Pamphlets available are:

- *Civil Rights in New York State*
- *Your Rights if Arrested* (English and Spanish)

Write for materials on minority groups which can be set up in file folders or used for bulletin board display.

Samples

- Indians: U.S. Dept. of Interior
  Bureau of Indian Affairs
  Haskell Institute
  Lawrence, Kansas 66044
- Negro: American Travelers Guide to Negro History
  910 S. Michigan Ave.
  Chicago, Ill. 60605

Check the newspapers for television replays of old movies dealing with the problems of prejudice. Assign for class viewing, if possible, or request the loan of the movie for inclass showing. Some feature movies which would be excellent for this purpose are *The Pearl*, *Raisin in the Sun*, *Gentleman's Agreement*, *To Sir with Love*, and *West Side Story*.

Set aside one day in which a certain group of nonminority students are tagged by some device and must use only one lavatory, one drinking fountain, and one section of the cafeteria. Assign them seats in the back of the class, and ignore most of their requests for better treatment. Follow with an on-the-spot discussion the next day in which each one has a chance to divulge his reactions. (See Appendix C, On-the-Spot Technique, p. 311 .)

The purpose of the following teaching sequence is to illustrate the common problems that minority groups have experienced, to help students to identify common stereotypes, and to examine their fixed attitudes about people.

Tell the students you are going to read a story from the newspaper which concerns the problems of minority groups in the city.

These citizens are a great burden on the taxpayers of the city, requiring assistance for food and clothing, the money for which they cannot or will not earn themselves. Many come to the city from a considerable distance and have difficulty with English. Their neighborhoods are dirty, their houses are rundown, garbage is thrown out the windows, and in summer the noise and dirt are almost unbearable, according to civilized standards.

Crime is so common as to be almost an accepted way of life, and the chances of youths getting into trouble with the law are twice those of youths in other areas of the city. Strangers entering these areas at night do so at their own risk, and policemen must travel in pairs after sundown. Since so many are unskilled, they can only get the jobs no one else wants and if they get training, they are known to work for less, causing complaints that they are taking jobs away from people who have become accustomed to higher salaries.

Unless something drastic is done soon, the people in these areas may become so discouraged as to not want to rise above their surroundings. Thus the American ideal of every man's right to better himself may be denied to this large number of New Yorkers. Is it not a danger, too, that the anger coming from this discouragement could be a cause of violence and peril to all New Yorkers?

SUGGESTED DISCUSSION QUESTIONS

- Does anyone have a comment about this article?
- Does it describe any part of the city with which you are familiar? Where?
- Do you think that it is a fair description? Why? Why not?
- Do you agree with the writer's ideas? Why?
- What group of people is being described here? Upon what do you base your opinion?

ANTICIPATED RESPONSES

- Some students state that every paper is writing about minorities these days.
- Certain group members may identify specific areas of the city. Others may recognize that the story is not specific.
- Some students may feel that it is too hard on the residents since only some are untidy and lacking in ambition.
- Some may express feelings of realistic anxiety, rejection, or even extreme anger.

After some discussion, interrupt and state that the article appeared on November 26, 1877 in the *New York World*; that the area described is Park Avenue between 42nd and 86th Street in New York City; and that the minority group described is a mixture of German immigrants, who had begun settling in the area 40 years earlier.

ANTICIPATED RESPONSES

- Surprise, disbelief
- Relief
- Recrimination
- Embarrassment
- Anger

SUGGESTED QUESTIONS FOR FURTHER DISCUSSION

- Do all people have prejudices and fixed ideas? How do we get them?
- Are all prejudices concerned with race? Explain your opinion.
- What is a minority group?
- Are there many minorities? Give some examples. What makes them minority groups?
- What prejudices are there about the majority?
- Why is it important to recognize biases? What makes a bias limiting?
- What are some ways by which a stereotyped idea may be changed?

The teacher should summarize the discussion by explaining a variety of kinds of biases, such as not liking a man with a mustache or a woman with green eyes, so that students eventually accept prejudice as a common failing.

SUGGESTED FOLLOWUP

- Present some job limitations and opportunities for minority group members. Explain reasons for the limitations and opportunities.
- Give an account of the assistance that may be offered for minority group members.
- Review the history of minority groups in the United States.

The purpose of this teaching sequence is to show the students that we are all prejudiced in some way, that not all prejudice is harmful, but that prejudice is harmful only when it affects the lives of other people or when it limits what they can do. This lesson will also help students recognize their own strong feelings about males and females.

Administer the following word-reaction exercise to demonstrate that each person has irrational ideas called prejudices. Tell the students:

I am going to give you a paper with some words on it. You will have a chance to learn something about yourself when you write what you think about each word.

STUDENT INFORMATION SHEET

WORD-REACTION EXERCISE

Directions: Select the item you like most in each column. Write M next to it. Select the item you like least in each row. Write L next to it.

I	II	III	IV	V	VI
__ dog	__ green	__ cabbage	__ eels	__ pig	__ alligator
__ cat	__ blue	__ lettuce	__ snails	__ cow	__ rattlesnake
__ bird	__ red	__ spinach	__ sharks	__ deer	__ jellyfish

If members of the group have difficulty reading, read the words to the group. After the students have finished, ask them to raise their hand to indicate how many liked *dog* least, *cat* least, *bird* least, and so on to each word in each of the six columns. Tally the replies on the chalkboard. Then ask the students these questions.

- Why do you like *dog* less than *bird*?
- Why do you like *green* less than *blue*?
- How did you arrive at a decision?

ANTICIPATED RESPONSES

- Occasionally a student may offer a rational reason taken from a personal experience for selecting one word over another.
- Generally the choices will be irrational.

SUGGESTED DISCUSSION QUESTIONS

- What is prejudice? Give some examples.
- Do you think we are all prejudiced about something? Explain your response.
- Do you think you are liked or disliked? How did you reach your decision?
- How will preferring blue over green affect your life? The lives of others with whom you work?
- When is prejudice harmful on a job? Give some specific examples.

Give the group time to think about prejudice and the possibility that we are all prejudiced in some way and to some extent. Some individuals may resist making any admissions of being prejudiced. Develop with the groups some meanings of prejudice. (Prejudice is jumping to a conclusion before considering all the facts. It is an irrational rather than a logical decision.)

After the students understand what prejudice is and can deal with the fact that we are all prejudiced in some way, they can move into discussions of stereotyped beliefs shared by men concerning women. Say to the students:

Some men make statements such as these:

- *A woman's place is in the home.*
- *Negro women are easy.*
- *It's the woman's responsibility not to become pregnant.*
- *Girls are only after your money.*
- *Married men can have girl friends; married women must be faithful.*
- *White women never respect Negro men.*
- *Women bosses are no good.*

Some women make statements such as these:

- *Most men expect everything and give nothing.*
- *Most white men want only one thing from a Negro woman.*
- *Most Negro men are no good.*
- *I'd never work for a woman.*

SUGGESTED DISCUSSION QUESTIONS

Ask each of the following questions in relation to each of the preceding statements:

- Is this statement ever true? When? Is it always true?
- What effect do you think such ideas have on a person? At home? On the job?
- What can you do to learn whether an idea is true or not?

Encourage the group to consider all the ways in which "fixed" ideas about females interfere with success at home and on the job. Followup this lesson as needed in the following ways:

- Schedule individual conferences with students who have problems dealing with sex roles.
- Suggest that students role play new ways of acting in situations to which they have reacted in a stereotyped fashion in the past. Examples:
  - Every time a female teacher tells me what to do, I get angry.
  - If I go for an interview and it's a woman, I know I won't do well.
- Encourage students who react negatively to males or females to try a different behavior and report their success to the group.

Prepare students to deal with the problems of race in employment practices by presenting the dialog in the next column either as a tape recording or by handing a copy of it to the students to read. A greater sense of reality can be obtained by presenting it on tape, however.

Emphasize to individuals who are not members of the minority group that the opposite situation in a company is entirely possible.

SUGGESTED DISCUSSION QUESTIONS

- What do you think about the situation presented? Why do you react this way?
- Are these personnel policies fair?
- Can you see yourself as an applicant in this situation? What would you do?
- How do you think the white applicant will react? The Negro applicant?

ANTICIPATED RESPONSES

- There is nothing fair about this.
- He was not accepted entirely on his merit. He (the black) is getting better treatment since the company policy is aimed at helping blacks.
- His coworkers might feel that he is getting special consideration and give him a hard time. He also may be the first minority group member there and may have to prove himself.
- He probably will get along since he has an engaging personality.
- I think the white is being treated unfairly.
- This is a good policy because ____________________.

SCRIPT

This is a behind-the-scenes meeting of a personnel manager and department unit head in a large company.

P. M.: Mr. Smith, I advertised for that customer's clerk as you requested, and I have two top candidates you can interview today.

Mr. S: I hope that they are both black. As you know, company policy is aimed toward getting more integrated departments, and it has come to my attention that my department is lacking in this respect.

P. M.: Both candidates are qualified, but one is white, and even though the white fellow's references and experience look better, the black applicant seems to have a more engaging personality.

Mr. S: I'll take the black applicant. No interview is necessary.

POSSIBLE FOLLOWUP DISCUSSION

- How can you learn or "test" the policy or reputation of a company in relation to minorities? In relation to whites?
- How does policy concerning working conditions and promotions affect the worker?
- What choices do you have, and how do you decide what is the best plan for you to follow?

Schedule individual conferences for students who need to change their attitudes and cannot deal with the subject of race in a group.

TEACHING MATERIALS

BOOKS

Adams, Russell. *Great Negroes past and present.* Chicago. Afro-American. 1963.

Angell, Pauline. *To the top of the world: the story of Peary and Henson.* Chicago. Rand McNally. 1964.

Bennett, Lerone, Jr. *The Negro mood.* Chicago. Johnson. 1964.

Bonham, Frank. *Durango street.* New York. Dutton. 1965.

_____ *Mystery of the fat cat.* New York. Dutton. 1968.

_____ *The nitty gritty.* New York. Dutton. 1968.

Chambers, Bradford. *Chronicles of Negro protest.* New York. Parents Magazine Press. 1968.

Clarke, John. *Black soldier.* New York. Doubleday. 1968.

Cohen, Robert. *The color of man.* New York. Random House. 1968.

Coles, Robert. *Dead end school.* Boston. Little, Brown. 1968.

De Leeuw, Adele. *The barred road.* New York. Macmillan. 1954.

Einstein, Charles. *Willie Mays: coast to coast giant.* New York. Putnam. 1963.

Goldman, Peter. *Civil rights: the challenge of the Fourteenth Amendment.* New York. Coward-McCann. 1965.

Goldston, Robert. *The Negro revolution.* New York. Macmillan. 1968.

Graham, Lorenz. *North town.* New York. Crowell. 1965.

_____ *South town.* Chicago. Follett. 1958.

Hardwick, Richard. *Charles Richard Drew: pioneer in blood research.* New York. Scribner. 1967.

Harris, Janet. *The long freedom road: the civil rights story.* New York. McGraw. 1967.

Hentoff, Nat. *Jazz country.* New York. Harper. 1965.

Hoover, J. E. *Masters of deceit.* New York. Holt. 1958.

Hughes, Langston. *Famous Negro heroes of America.* New York. Dodd, Mead. 1958.

Hunter, Kristin. *The soul brothers and sister Lou.* New York. Scribner. 1968.

Jackson, Jesse. *Call me Charley.* New York. Harper. 1968.

Lipsyte, Robert. *The contender.* New York. Harper. 1967.

Means, Florence. *Great day in the morning.* New York. Houghton Mifflin. 1964.

_____ *Tolliver.* New York. Houghton Mifflin. 1963.

Meltzer, Milton, ed. *In their own words: a history of the American Negro, 1916-1966,* Vol. 3. New York. Crowell. 1967.

_____ *Langston Hughes: a biography.* New York. Crowell. 1968.

Olson, Gene. *The tall one.* New York. Dodd, Mead. 1956.

Peare, Catherine. *Mary McLeod Bethune.* New York. Vanguard Press. 1951.

Preston, Edward. *Martin Luther King: fighter for freedom.* New York. Doubleday. 1968.

Richardson, Ben. *Great American Negroes;* rev. ed. New York. Crowell. 1956.

Robinson, Jackie & Duckett, Alfred. *Breakthrough to the big league: the story of Jackie Robinson.* New York. Harper. 1965.

Robinson, Louie, Jr. *Arthur Ashe, tennis champion.* New York. Doubleday. 1967.

Rodman, Bella. *Lions in the way.* Chicago. Follett. 1966.

Sprague, Gretchen. *A question of harmony.* New York. Dodd, Mead. 1965.

Steinbeck, John. *The pearl.* New York. Watts. 1966.

Sterling, Dorothy. *Tear down the walls! a history of the American civil rights movement.* New York. Doubleday. 1968.

Sterne, Emma. *I have a dream.* New York. Knopf. 1965.

Strachan, Margaret P. *Where were you that year?* New York. Washburn. 1965.

FILMS

Americans all. MOT. 1945. sd. b & w. R-SYRCU.
Shows instances of intolerances in the United States, and presents statements by various American leaders about racial and religious discrimination.

Everybody's prejudiced. NFBC. 1961. 21 min. sd. b & w. R-SYRCU.
Illustrates the various degrees of prejudice, for the necessary prejudgment practiced in making minor decisions to the irrational and highly emotional reactions of the bigot.

Pictures in your mind. IFF. 1949. 16 min. sd. color. R-SYRCU.
Through animated symbolism, this film traces the background and growth of racial prejudice. It emphasizes the importance of reexamining one's own mind to determine whether mental pictures of other men are realistic or historical.

TEACHING PICTURES

Black America - yesterday and today. DCC. 1969. $3.95.
Twenty teaching pictures and a 40-page manual contrast the old and the new.

SECTION XV - SOCIAL SECURITY

GENERAL TOPIC

What is social security, and how does it affect one?

TEACHING OBJECTIVES

- To develop an understanding of the function and operation of the Social Security System.
- To develop the skills necessary for completing social security applications

STUDENT UNDERSTANDINGS

- The Social Security System is financed by contributions from the employer and the employee.
- The Social Security System provides its members with protection against loss of income due to permanent disabilities.
- The Social Security System provides medical insurance for retired members.
- The Social Security System provides retirement benefits to its members.
- The benefits of social security are not automatic but are available upon application.

CONTENT

- What are the purposes of social security?
- How does one become a member of the Social Security System?
- How does the Social Security System function?
- How are social security benefits financed?
- How does one apply for social security benefits?

TEACHING METHODOLOGY

Order sets of free teaching aids described in the bibliography of this section which are available from the Government Printing Office. The publication, *Suggested Outline for Studying Social Security*, is divided into three sections covering the history, the practical details, the socioeconomic aspects, and the four programs of social security. Each section contains lesson plans, questions, reference materials, and bibliography.

Obtain free wall charts from the Department of Health, Education, and Welfare through your local social security office for use in a bulletin board display. A set of four wall charts in a large 44" x 34" size is available. Small 10" x 8" sizes may be reproduced as overhead transparencies.

- *Social Security Trust Funds* SS1-61
  Shows the source of social security funds and how these funds are disbursed.
- *From Social Security Number to Benefit* SS1-62
  Shows graphically what happens from the time a worker is issued a social security card until he and his family apply for and receive benefits.

- *Medicare*. SS1-64
  Details the benefits available from basic hospital insurance and from voluntary medical insurance.

Obtain booklet #SS1-35 entitled *Your Social Security* in class quantities from your local Social Security Office. This is a complete and popular explanation of the social security program of retirement, survivors, and disability cash benefits, and health insurance for people 65 and over (Medicare). It describes exactly how the system works and may be used as a classroom text.

Assign various students the task of reading one of the 15 sections listed in the table of contents of *Your Social Security*. Have the students explain their particular segment to the class. Ask the rest of the class to read the booklet also and to prepare at least three written questions which should be answered in class. Collect the questions for later use. Set up a speaking schedule from the list below.

STUDENT INFORMATION SHEET

REPORT TOPICS

Amounts of Monthly Payments
Disability Payments
Family Payments
An Application Is Necessary
If You Work After Payments Start
Reasons Why Payments Start
Your Hospital Insurance
Enrolling for Medical Insurance
Your Medical Insurance
The Trust Funds
Kinds of Work Covered
Social Security Cards
Checking Your Record
Right of Appeal
Social Security Offices

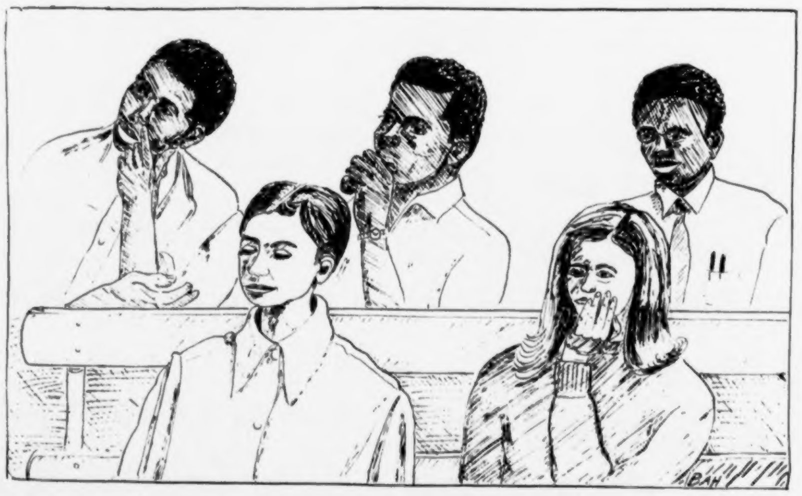
Contact your local Social Security Office for class quantities of all types of cards which may be necessary at one time or another. Set aside class time to fill out materials. Collect, correct, and arrange practice time for those who demonstrate the need for more practice.

Contact the nearest Social Security Office and make arrangements for films which demonstrate the four aspects of the program. (See listing under Teaching Materials on the next page).

After the complete orientation of the group, contact the local Social Security Office and ask that a representative speak to your class and arrange to show films and slides. He will be glad to answer any technical questions which arise and discuss the basic principles underlying social security. The address and telephone number of your nearest district office are in the phone book under Social Security Administration.

Have a student tape the social security representative's speech for use during later class discussion and review. Make certain that the speaker covers such areas as:

- Identification procedures
- Adjustment reports
- Withholding tax statements
- Retirement, disability, and survivors benefits
- Medicare



Using the sets of three written questions prepared by the students, set up teams to take part in a program patterned after TV's *College Bowl*. Assign one student the role of moderator, another that of timekeeper, and another that of scorekeeper, and another to check the accuracy of answers. Bring in buzzers for the team members to signal their readiness to answer, and allow the winning team to challenge a team from another class.

Determine the number of students who already have social security cards, and arrange for each student to obtain a social security card.

TEACHING MATERIALS

PAMPHLETS

Local Social Security Office.
Financing your social security benefits. Leaflet OASI-36.
Health insurance under social security - your medicare handbook. Leaflet OASI-872.
If you become disabled. Leaflet OASI-29.
Your social security. Leaflet SSI-35.

Newspaper Enterprise Association, 1200 West Third St., Cleveland, Ohio. 44113.
Medicare and social security by John Troan.

U.S. Government Printing Office, Washington, D.C. 20402.
Essentials of social security in the United States. Leaflet OASI-872.
Facts about old age and survivors' insurance trust fund. Leaflet OASI-872.
To help teach social security. Pamphlet SSI-65.
Suggested outline for studying social security. Pamphlet SSI-60.

KITS

Local Social Security Office
Free teaching aids to help teach social security. OASI-806.
Teacher's social security kit. Folder OASI-413.

FILMS

Amigo mio. USSSA. rev. 1963. 20 min. sd. color. F-LSSA.
Jose Delgado was a farm worker. He was a good provider but hadn't been able to save any money. It wasn't until his death that Jose's family and friends discovered that social security is not just for old folks. The film is introduced by the late Leo Carrillo. (Spanish only.)

Before the day. USSSA. rev. 1963. 11 min. sd. b & w. F-LSSA.
This is the story of life in America before the day social security started...the story of what happens before the day on which the first social security check arrives...the story of people who can face the future with greater confidence because they know the Social Security System they have built is working for them long before the day of need occurs. (Available in Spanish.)

Charlie Smith. USSSA. 1965. 5 min. sd. color. F-LSSA.
Charlie Smith, a former slave, is the oldest person getting social security benefits. He was still picking oranges in the orchards of Florida in 1955—at the age of 112! By paying social security contributions on his wages, Charlie joined the millions of Americans whose earnings records are kept throughout their working years at social security headquarters. As soon as he had enough work to qualify, Charlie began to get his monthly checks.

Dan Hanna. USSSA. 1965. 5 min. sd. color. F-LSSA.
In a fertile valley at the bottom of the Grand Canyon live the Havasupai Indians. Dan Hanna, a member of the tribe, is disabled and receiving monthly social security benefits for himself and his family. The social security message shows the various steps in processing a person's application for benefits--from the Social Security Office, to the State agency, to the national social security headquarters in Baltimore.

Ida Fuller. USSSA. 1965. 5 min. sd. color. F-LSSA.
Miss Ida Fuller of Ludlow, Vermont, was the first person in the country to receive a social security check. The year was 1940, and she has been getting monthly retirement benefits ever since. In January 1965 she received her 300th social security check to celebrate 25 years of payments. A brief animated sequence reviews the history of social insurance and the development of social security in this country.

The Joey Bishop show. USSSA. 1964. 15 min. sd. color. F-LSSA.
Originally released as a part of the "Social Security in Action" television series, this show features an interview by Arlyn Carr, district manager of the Hollywood Social Security Office, of Joey Bishop, on the set of his then popular situation-comedy program. A highlight of this film is the inclusion of several "flubbed" scenes of Joey, Abby Dalton, and Corbett Monica. Carr explains to Bishop the various types of benefits available under social security.

The long haul. USSSA. 1963. 15 min. sd. color. F-LSSA.
This is the dramatic story of sardine fisherman Joe Ferrante and his fight to provide for his family in the wake of a crippling accident. It is a story of hope—as Joe fights back against injury as he once fought back against the cruel sea—and finds he has support he had not expected. (Available in Spanish.)

Medicare. USSSA. 1966. 10 min. sd. color. F-LSSA.
By the use of symbols—a square for hospital insurance and a circle for medical insurance—this animated film explains the Medicare program for people 65 and over. It graphically shows how each is a separate part, with different benefits and services, but how they can be combined to provide broad coverage. (Available in Spanish.)

The quest for security. USSSA. 30 min. sd. b & w. F-LSSA.
A series of three 30-minute films produced by the Columbia University Press for the National Educational Television Network

under the auspices of the Social Security Administration and the U.S. Public Health Service.

In case.
This film looks at the case histories of people eligible for disability benefits, depicts the work being done by social security field representatives who handle these and explore aspects of rehabilitation.

The dependent child.
The dramatic history of the ways in which society has dealt with children who have lost the support of a working parent through death. (Accepted for showing at the 1965 American Film Festival.)

Ready for Edna.
Old age is the topic of this film which shows the broad range of health services needed to protect the well-being of the elderly.

The Richard Gordon Story. USSSA. 15 min. sd. color. F-LSSA.
The story of Richard Gordon, a cerebral palsy victim, and the vocational rehabilitation program which helps disabled people learn productive work. It tells the story of a young man who overcame a great handicap to become an independent businessman. It also tells about the social security benefits Richard Gordon received during the years before he became self-supporting.

Sam'l and social security. USSSA. rev. 1964. 5 min. sd. color. F-LSSA.
Sam'l J. Pilgrim is the name of an animated character representing the average American worker. Starting with the zany decade of the twenties, the film shows the concern for the future and the need for some security. It briefly explains the beginnings of our social security system including benefits and contributions, as well as the major additions to the program over the years.

Silver dollar city. USSSA. 15 min. sd. color. F-LSSA.
The National Festival of Craftsmen demonstrates do-it-yourself projects--Ozark style. Making soap, spinning wool, and building a log cabin are just a few of the dozens of skills featured at the festival. It is a story about the people who helped make America great and the protection most of them are now receiving under social security.

Soap box derby. USSSA. 15 min. sd. color. F-LSSA.
This is a story about Terry Brazil, a boy who tackled a job and who had the courage to do without a father to turn to for advice and inspiration...a boy who had his heart set on a goal which he knew would be hard to reach. The film also explains how social security survivors benefits help protect the Brazil family.

Social security in America. USSSA. 1967. 15 min. sd. color. F-LSSA.
Miss Deborah Ann Molitor, crowned Miss Dakota of 1966, received social security survivors benefits until she reached 18. Then, because of a change in the law, she was able to get student benefits and could continue her education. The film visits her hometown of Onawa, Iowa, follows her activities at college, and goes behind the scenes to record the excitement and glamour of her participation in the Miss America Pageant at Atlantic City. Social security benefits for students are explained.

The social security story. USSSA. 1962. 14 min. sd. color. F-LSSA.
Nancy Carroll, a young newspaper reporter, has an assignment to do a story on the social security headquarters near Baltimore. To get the viewpoint of an older person, she persuades her grandfather to accompany her. Together they learn the basic idea of the retirement, survivors, and disability insurance program. The film follows them on a tour of the largest recordkeeping operation in the world.

You and Medicare. USSSA. 1966. 27 min. sd. color. F-LSSA.
Narrated by E. G. Marshall, with an introduction by Vice President Hubert Humphrey, this film is the story of Karl Knoltan, 65 years old and retired, who discovers for himself the real story behind hospital and medical insurance under social security—Medicare—how it works, who's eligible, and what benefits are payable.

SECTION XVI - UNEMPLOYMENT INSURANCE

GENERAL TOPIC

What kind of protection and assistance can I get through unemployment insurance?

TEACHING OBJECTIVES

- To develop an appreciation for the variety of services offered by the unemployment insurance offices
- To provide an acquaintance with the benefits of unemployment insurance
- To stress the fact that rehabilitation, guidance, and employment are the aims of this agency

STUDENT UNDERSTANDINGS

- Unemployment insurance is protection for those out of work through no fault of their own.
- The unemployment insurance tax is paid for by employers only.
- The unemployed must file their claims in person.
- There are certain restrictions in qualifying for benefits.
- Unemployment insurance offices provide counseling and can sometimes set up educational allowances for trainees.

CONTENT

- What is unemployment insurance?
- Who pays for unemployment insurance?
- How does an unemployed person file a claim?
- What areas of occupation are not covered by unemployment insurance?
- Who is eligible for benefits?
- What is the benefit rate?
- How are benefits paid?
- Can the decision of the insurance office be contested?
- What are the disability benefits?
- Does the protection extend to those recently discharged from service?

TEACHING METHODOLOGY

Obtain class quantities of the pamphlet *Why Young People Fail to Get and Hold Jobs* from the local N.Y.S.E.S. office. Since the booklet is set up in anecdotal style, the students may role play the problems of the individuals presented for class discussion and evaluation. (See Role Playing, Appendix C, p. 309.) In many ways, this may be a review of some materials presented previously, as well as new and additional material.

- Sample Topics
  - Appearance
  - Attitude and behavior
  - Ignorance of labor market facts
  - Misrepresentation
  - Sensitivity about a physical defect
  - Unrealistic wage demands
  - Failure to notify employer of absence
  - Insufficient training
  - Insistence on own job concepts
  - Refusal to comply with entry requirements
  - Applying for a job with a friend or relative
  - Inability to get along with others
  - Unsuitability for the job
  - Reputation for unreliability
  - No sense of responsibility

Invite a representative of the N.Y.S.E.S. to discuss the pitfalls of job applications and to specify the assistance which his agency offers the jobseeker. Ask that he include materials on counseling, aptitude testing, and training programs.

Since the unemployed are often unskilled, inform the students of the free training programs set up by the State-Federal Manpower Development and Training Act (MDTA) and the State Training Program (STP).

Many unemployed also receive weekly payments while attending courses. Arrange for a group of students to visit the local State Employment Service Office and to interview a representative and tape the interview for class presentation. Interview questions similar to the following can be prepared by students.

- Who can get training?
- What kind of training will be given?
- Where is the training given?
- Can trainees obtain money allowances?
- Can training be approved for any of the students at the center?
- How does one apply for approval of training?
- Can a person receive unemployment insurance while taking an approved course?
- Does a person have to take work that conflicts with his training hours?
- After completing a training course, can one count on the State Employment Service to help find a job?

Assign a group of students to study the area Youth Opportunity Centers of which there are 12 located in different parts of New York State. Suggest that they do a photographic essay and a taped interview with one of the representatives. Have students develop questions similar to the following:

- What is a Youth Opportunity Center (YOC)?
- Can the YOC get you a job?
- Will you be able to choose what you want to do?
- Suppose you need training for a job skill that employers are looking for?
- What other kinds of help can you get from the YOC?
- How can you get this help?
- Where are the YOC's?

Obtain class quantities of the booklet *New York State Unemployment Insurance for Claimants*. Using the table of contents, make assignments to individual students to study various topics to explain to the class. Contact the local office for representatives who will explain the benefits even more fully.

Role play a situation where an unemployed person visits the local unemployment office to make a claim for benefits. Instruct the investigator to ask for the following items:

- Social security account card
- Insurance book, calendar insert, and claim card for those who have had benefits previously
- Record of employment slips received from all employers worked for in the past 52 weeks and anything else which shows:
    - The name under which the employer does business
    - His unemployment insurance registration number
    - The address where he keeps his payroll records
    - The applicant's payroll or clock number
    - The address at which the applicant worked

Have the person role playing the representative explain the benefits to which the applicant is entitled. In order to insure accuracy, ask a student to visit the local office and ask a representative to make the explanation for tape recording.

Obtain pamphlet materials on the type of working papers necessary for those who are under 18 and seek part-time employment. Post these on the bulletin board.

TEACHING MATERIALS

PAMPHLETS*

Office of Economic Opportunity, 509 Madison Ave., New York, N.Y. 10022.
New York State programs to aid the disadvantaged.

The State of New York, Department of Labor, Division of Employment, Albany, N.Y. 12201.
The high school senior's choice - school or job?
If you drop out...
Information for claimants.

Laws governing employment of minors in New York State.
New York State unemployment insurance for claimants.
Opportunities for beginners.
Teenagers under 18.
Training - your ticket to a good job.
Why young people fail to get and hold jobs.

* Other current pamphlets may be obtained from these sources.

SECTION XVII - LABOR UNIONS

GENERAL TOPIC

What benefits does a worker obtain from union membership?

TEACHING OBJECTIVES

- To provide some background on the history of labor movements
- To develop understanding of the purposes of unions
- To establish awareness of the differences between craft and industrial unions
- To stress the necessity for many workers to join a union
- To aid understanding of the benefits of union membership

STUDENT UNDERSTANDINGS

- Unions have done a great deal toward obtaining better conditions for the workers.
- Most unions require the completion of craft training.
- Unions today protect the rights of workers and continually seek new benefits.
- Working for the union itself may present occupational opportunities.
- It is necessary for union members to understand the position and function of management.

CONTENT

- Why is it necessary for laboring men to unionize?
- What are the advantages of belonging to a union?
- How would a worker apply for membership in a particular union?
- Is it easier for sons of union members to join the union of their father than it is for outsiders to join?
- Is it possible that a union can demand too much from a company? Why?
- Who are some of the leaders of today's important unions?
- What benefits have the unions gained for the worker's over the years?
- What are some of the outlooks for the future of some unions, such as bricklayers or painters?

TEACHING METHODOLOGY

Contact the local offices of labor unions and the national offices of the A.F.L. - C.I.O. for information about available programs for Labor Day.

Clip all newspapers for stories featuring the Labor Day celebration for use as part of a bulletin board display. Request pamphlet materials from local unions which also help arouse interest and curiosity.

Set up ditto sheets which provide the meanings of union terminology, such as the following:

Collective bargaining
Mediation
Fringe benefits
Arbitration
Contributions to unemployment insurance
Automation
Checkoff
Closed shop
Open shop
Picketing
Strike
"Sweetheart" contracts
Workman's compensation
Old age, survivor's, and disability insurance
National Labor Relations Board

Discuss the major types of union organization.

- Craft Unions, such as:
  - Carpenters
  - Machinists
  - Plumbers
  - Electricians
  - Sheetmetal workers
  - Bricklayers
- Industrial Unions
  - Includes all skilled and unskilled labor in same industry; i.e., United Mine Workers

Discuss the organization of the major unions, then arrange for representatives from local unions to speak to the class. With the aid of the class, prepare an outline similar to the following of materials he should cover and a list of questions to be answered.

- The aims of unions
  - Wages
  - Hours
  - Working conditions
- Background
  - Laboring conditions - 50 years ago
  - Laboring conditions - 10 years ago
  - Laboring conditions - now
- Vocational opportunities
  - Jobs with the union organization
  - The union's role as a job agency

Have students analyze the local union by seeking answers to the following questions from the union speaker:

- How does a worker apply for union membership?
- What are the requirements for joining?
- Is there a union apprenticeship program? What are the entrance requirements?
- What has the union accomplished for the workers?
- Does the union have scholarship funds?
- What are the terms under which a worker can join?
- What are the activities of the union?
- Who are the leaders of the union?
- What are the average dues?
- What job opportunities exist working for unions?
- What are the advantages and disadvantages of union status? Of nonunion status?

Have students prepare a photographic essay of some of the labor-management disputes in the area. They may utilize tape-recording devices to pick up opinions from striking, picketing workers. A class committee should be assigned to set up pertinent interview questions.

SAMPLE QUESTIONS

- How are workers affected if they have to go out on strike?
- What are they striking for?
- What benefits will they receive?
- How does the worker meet his weekly expenses during a long strike?

Have a student committee canvass the area and make a list of all unions. They should also include data concerning dues, requirements for membership, etc. Students should inform the class of their findings.

Canvass the class to determine how many of the students or their parents belong to unions. Invite several to come to a meeting of the class and discuss some of their personal experiences in belonging to a union. This might be a good opportunity to discuss some of the problems which might exist within some unions, such as discrimination, pressures, and racketeering.

Set up an evening program and invite a congressional representative to speak on labor laws which protect the individual. Contact radio, TV, and press for adequate coverage. Suggest that he touch on such matters as Federal and State minimum wage laws, employment restrictions for women and minors, safety and health regulations, disability benefits, workmen's compensation, and the new laws regarding discrimination.

Have a student committee contact the Federal and State Departments of Labor for information regarding labor laws, protection of workers, and job opportunities. They may use this material for bulletin board displays and for inclusion in file folders.

Have a student committee follow the local newspapers and clip articles relating to the problems of labor today. Set up a schedule of "announcers" from the committee who will make daily labor announcements to the class. They should cover such topics as those listed below:

- Automation
- Mobility of labor force
- Immigrant workers
- Slum conditions in large cities
- Discrimination of workers
- Supply and demand for certain types of workers
- Training opportunities in vocational-technical schools and local industries

---

Arrange a panel discussion of speakers from such unions as the Brotherhood of Railroad Workers, Transportation Workers, Communications Workers, United Steel Workers, International Union of Trade Organizations, International Ladies Garment Workers, or others. Ask that they discuss the problems facing the modern worker as well as the aims of modern unions. Ask also that they cover such questions as those listed below, and have students tape the entire presentation for later discussion.

- What do you consider the major function of unions to be?
- What is the job of the union business agent?
- What does industry expect of the beginning worker?
- What grievance procedures exist to settle potential disputes between employees and management?
- What fringe benefits are offered to workers in your union?
- What effect do government regulations such as the Taft-Hartley Act have on the operation of your union?
- Are government health and safety regulations important to the workers in your union?
- Is there need for more government safety regulations?
- How important is workmen's compensation to the workers in your union?
- Do Federal or State wages and hours laws affect your members, or are they of no importance because of the union contract with management?
- Do members of your union have to take advantage of unemployment insurance quite often?

Show how the development of new machines and certain inventions has caused displacement and loss of jobs for workers in our industrial development.

For example, the development of the automobile industry temporarily displaced many persons working in the carriage and wagon industry; the invention of the electric light put the oil lamp industry gradually out of business. List several other industries that have ceased to exist, and discuss labor's concern with the effects of automation. Cite ways in which the worker can protect himself from entering jobs which are becoming obsolete.

Invite several representatives of management from large firms to discuss their relationship with unions. Ask that they discuss their responsibilities to employees and unions.

Ask students to role play a bargaining situation in which representatives of the union meet with the representatives of management to solve a wage dispute. Let the class evaluate the approaches of each and cite any omissions in techniques.

TEACHING MATERIALS

BOOKS

Arnold, Pauline. *The automation age*. New York. Holiday. 1963.

Austin, Aleine. *Labor story*. New York. Coward-McCann. 1949.

Barbash, Jack. *Practice of unionism*. New York. Harper. 1956.

Beirne, Joseph. *New horizons for American labor*. Washington. Public Affairs. 1962.

Brooks, Thomas. *Toil and trouble.* New York. Dial. 1964.

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Chase, Stuart. *Live and let live.* New York. Harper. 1960.

Daniels, Walter. *American labor movement.* New York. Wilson. 1965.

Dayton, Eldorous. *Walter Reuther.* New York. Devin-Adair. 1958.

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Gagliando, Domenico. *Introduction to collective bargaining.* New York. Harper. 1953.

Ginzberg, Eli. *American worker in the twentieth century.* New York. Free Press. 1963.

Gompers, Samuel. *Seventy years of life and labor.* New York. Dutton. 1957.

Herling, John. *Labor unions in America.* New York. McKay. 1964.

Lens, Sidney. *Working men.* New York. Putnam. 1960.

Orth, Samuel. *Armies of labor.* New York. Yale. 1919.

Paradis, Adrian. *Labor in action.* New York. Messner. 1963.

Pelling, Henry M. *History of trade unionism.* New York. St. Martins. 1963.

Peterson, Florence. *American labor unions;* 2d rev. ed. New York. Harper. 1963.

Rachlin, Carl. *Labor law;* rev. ed. Dobbs Ferry. Oceana. 1956.

Rayback, Joseph G. *History of American labor.* New York. Macmillan. 1959.

Shippen, Katharine. *This union cause.* New York. Harper. 1958.

Soule, George. *Men, wages and employment in the modern U.S. economy.* New York. New American Library (Mentor MD 15). 1954.

Taft, Philip. *Organized labor in American history.* New York. Harper. 1964.

Velie, Lester. *Labor, U.S.A. today.* New York. Harper. 1964.

PAMPHLETS

A.F. of L. and C.I.O., 815 16th St., NW, Washington, D.C. 20006.
ABC's of trade unionism. Pub. #30.

Bureau of Apprenticeship and Training, U.S. Department of Labor, Washington, D.C. 20210.
Planned training—your future security.

Bureau of Labor Standards, U.S. Department of Labor, Washington, D.C. 20210.
Young workers under 18 today and tomorrow.

Chamber of Commerce of the U.S., 1615 H St., NW, Washington, D.C. 20006.
Applying the antitrust laws to unions.

Cribben and Sexton Co., 700 N. Sacramento Blvd., Chicago, Ill. 60610.
A teenager's guide to job success.

Education Department National Association of Manufacturers, 149 East 26th St., New York, N.Y. 10010.
Your jobs in industry as a skilled craftsman.

Fund for the Republic, 60 East 42nd St., New York, N.Y. 10017.
"Right to work" in practice.

Industrial Relations Division, Kodak Park Works, Eastman Kodak Co., Rochester, N.Y. 14650.
What industry looks for in the high school graduate.

U.S. Department of Labor, Washington, D.C. 20210.
Some facts for young workers about work and labor laws. Bulletin #28

_____ *They are America.*

Wage and Hour and Public Contracts Divisions, U.S. Department of Labor, Washington, D.C. 20210.
Handy reference guide to the fair labor standards act.

FILMS

Arbitration in action. AARA. 1960. 58 min. sd. b & w. R-INDU, UILL.
Explains a complete arbitration hearing from the swearing in of the arbitrator to the analysis of the dispute.

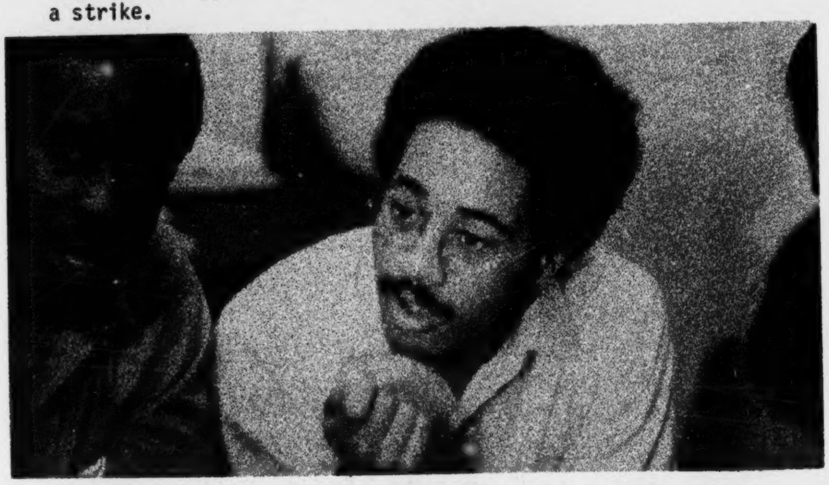
Automation - what it is and what it does. CORF. 1966. 14 min. sd. b & w. R-BEF, SYRCU, UILL.
Explores automation from the electric can opener to transfer machines in the assembly line to a computer-controlled petroleum refinery.

Let's face it, part I. AEF. 1950. 20 min. sd. b & w. R-AEF.
Presents the various costs of producing a product and shows the need for cooperation among management, labor, and the stockholder.

Let's face it, part II. AEF. 1950. 16 min. sd. b & w. R-AEF.
Shows that close cooperation among labor, management, and the stockholders can increase production.

Rise of organized labor. MGHT. 1960. 18 min. sd. b & w. R-BEF, SYRCU, INDU, UILL.
Explains the economic conditions which encouraged workers to join unions and shows how the unions built their organizations.

Strike in town. NFBC. 1956. 39 min. sd. b & w. R-BEF, SYRCU, INDU, UILL.
Shows what happens when a town's main industry is threatened with a strike.



"How are workers affected if they have to go out on strike?"

What is automation? FA. 1965. 14 min. sd. color. R-INDU, UILL.
Indicates the advantages of automation, and shows the operation of a bakery that has been completely automated.

Working together. EBE. 1952. 24 min. sd. b & w. R-BEF, SYRCU, INDU, UILL.
Shows a strike being ended by compromise and the grievance machinery being set up to further mutual understanding.

ADDITIONAL SOURCES OF MATERIAL

Economic Trends: An Outlook (monthly)
AFL-CIO Economic Policy Committee
815 E. 16th St., New York, N.Y. 10009.

Chamber of Commerce of the U.S.
1615 H Street, NW, Washington, D.C. 20006.

Business in Brief (monthly)
Chase Manhattan Bank
18 Pine Street, New York, N.Y. 10005.

Federal Trade Commission, Pennsylvania Ave. and Sixth St.,
Washington, D.C. 20580.

Commerce Review (monthly)
New York State Department of Commerce
Albany, N.Y. 12201.

"How does the worker meet his weekly expenses during a long strike?"

SECTION XVIII - OFF-THE-JOB VOCATIONAL TRAINING

GENERAL TOPIC

- How does a student attain the technical knowledge and skills necessary for participation in the world of work?
- Are academic skills related to participation in the world of work?

TEACHING OBJECTIVES

- To provide information concerning names, locations, program offerings in private schools, technical-trade centers, and evening classes
- To encourage students to further their education
- To encourage awareness of the opportunities available in the area high schools for those who may drop out before graduation
- To alert students to the courses offered on a postgraduate level

STUDENT UNDERSTANDINGS

- The center can offer information concerning occupational training programs.
- Further education or training is a "must" for occupational advancement.
- There are a variety of opportunities in the world of work.

CONTENT

- Through what kinds of programs does one attain the technical knowledge and skill necessary to enter a desirable occupation?
- What occupations require preparation at a trade school?
- What occupations require on-the-job training; i.e., an apprentice program?
- What occupations require only on-the-job experience before promotion?
- Are there self-help devices; i.e., magazines, books, professional journals, which aid in job training?
- Do academic skills help one enter a worthwhile occupation?
- What are the off-the-job training possibilities?
- What possibilities of institutional or higher learning are made available through the Educational Opportunities Program?

TEACHING METHODOLOGY

Invite representatives of agencies or institutions offering off-the-job training to speak to the class and provide information concerning available programs and the qualifications necessary for participation. Include such programs as The Manpower Training Program, The Job Corps, the Cooperative Educational Services, as well as area vocational and technical schools. (See Inschool Speakers, Appendix B, p. 305.) Request from these agencies pamphlets and other printed materials which the students may use for later class discussion.

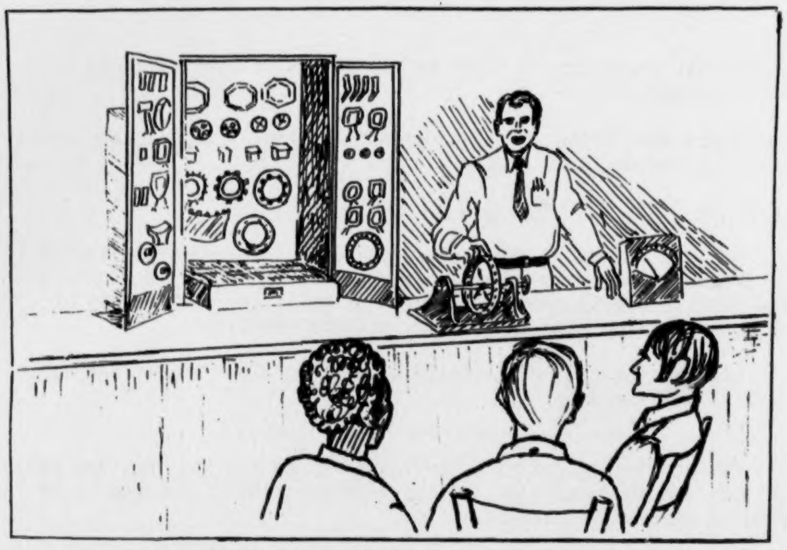
Invite admissions officers from local universities or community colleges to speak about major course offerings, career possibilities, opportunities for advanced study, requirements for entry, placement services, etc. (See Inschool Speakers, Appendix B, p. 305.)

- Ask students to prepare charts of personal qualifications and compare their qualifications with those necessary for entry to the average institution.
- Discuss these charts and suggest that students prepare a list of steps they could take in order to qualify for admission. Invite counselors to assist the students in the preparation of these charts and to discuss preparatory plans.

Mimeograph a list of private trade schools,and have students write for information concerning prerequisites, courses, tuition, and costs.

- Have students study costs, such as transportation, books, and laboratory fees.

- Arrange for visits to the schools in which members of the class have expressed a definite interest.
- Contact representatives to speak to students interested in specific courses. (See Inschool Speakers, Appendix B, p. 305.)



Encourage individual students to visit any local off-the-job training agencies and to share their impressions with the rest of the class. They might add a third dimension to their report by making a tape or film record of some of the sights and sounds of areas visited. (See Field Trips, Appendix B, p. 307; Use of Audio-Tape Recordings, Appendix A, p. 302.)

Conduct a class discussion which deals with the value of acquiring academic skills. Include questions like the following:

- Do academic skills help one to enter a worthwhile occupation?
    - Is it easy for you to talk to people?
    - Do people understand you easily? Do you have any trouble understanding them?
    - Can you understand printed instructions easily?
    - Do you have trouble understanding certain words used in particular occupations?
    - Could you keep accurate written records on the job?
- What personal activities associated with employment require academic skills?
- How will you calculate the amount of the wages you will earn? Consider such variations as time and a half for overtime, State income tax, Federal income tax, social security tax, medical insurance, and union dues.

Make available to the students current information about vocational training opportunities open to them, such as evening vocational education programs for adults, Manpower Training Programs, and private trade schools. A list of local vocational schools can be duplicated for each student.

An up-to-date copy of the *Directory of Private Trade Schools* (published annually by the New York State Education Department, Bureau of Occupational School Supervision, 112 State Street, Albany, New York 12224) should be available to students at the center. This publication lists only New York State schools. A national directory by state, *American Trade Schools Directory*, is available from Croner Publications, Inc., Queens Village, New York 11428.

TEACHING MATERIALS

PAMPHLETS

National Education Association, Educational Policies Commission, 1201 16th St., NW, Washington, D.C. 20036.
Education and the disadvantaged American.

United States Department of Health, Education, and Welfare, Office of Education, Washington, D.C. 20202.
Education for a changing world of work.

United States Department of Health, Education, and Welfare, Office of Program Analysis, Washington, D.C. 20203.
Limited educational attainment: extent and consequences.

SECTION XIX - PROBLEMS OF THE UNSKILLED WORKER

GENERAL TOPIC

What are possible solutions to some of the problems that the unskilled worker will face?

TEACHING OBJECTIVES

- To demonstrate that remaining unskilled will perpetuate the student's problem
- To show that many phases of the individual's life are affected by lack of skill
- To develop the realization that remaining unskilled often means advancement is difficult
- To encourage the awareness that unskilled workers have little chance of realizing their ambitions in the areas of income, housing, and possession of luxuries
- To show that continuing education and training, such as the center offers, will enhance the student's chances of securing a satisfactory position

STUDENT UNDERSTANDINGS

- Although a center graduate may have to start with an unskilled job, he is better prepared to move into the more highly skilled areas of employment.
- Remaining unskilled means loss of opportunities for an individual.
- "Growing" on the job or within a company is often dependent upon continued education and training.

CONTENT

- What was the status of the unskilled employee in the past? What is his status now? What will his status be in the future?
- Why is the unemployment rate so high for the unskilled in the American working world.
- What steps can be taken to become better skilled in an occupation?
- How does being unskilled affect a person's social, economic, and educational growth?

TEACHING METHODOLOGY

Provide students with copies of unemployment reports offered by the Chamber of Commerce, Bureau of Municipal Research, and others. Cite rates of unemployment from each of the 6 areas, the rate of pay of a sampling from each group, and the benefits.

Discuss the number of skills within the class itself and suggest means of self-improvement.

Use studies to contrast the learnings of the skilled, the semi-skilled, and the unskilled. Illustrate what the differences mean in terms of necessities and luxuries.

Invite a sociologist and a psychologist to discuss how many of life's uncertainties (job, future, family, etc.) can be overcome through learning a skill.

Invite a personnel director from a large area manufacturing plant to talk about the number of jobs he can provide for unskilled workers.

Using the overhead projector, discuss data concerning the percentages of unskilled who are unemployed compared with those who are skilled.

Ask students to list the jobs in which they are interested. Discuss the training necessary for each one.

Provide the students with information about jobs that require the development of extraordinary skills, such as artistic or musical talent.

Check resource persons in the community for speakers who developed new skills late in life and who became successful in their newly chosen occupations.

Continuing education and training will enhance the student's chances of securing a satisfactory position.

TEACHING MATERIALS

- Want ads from local newspapers
- Lists of job openings from the unemployment office
- Help-needed charts and pamphlets from the chamber of commerce, municipal research organizations, banks, and local industries

Field trips to large companies in the area help students to gain insight into the demands of many jobs.

SECTION XX - STARTING A SMALL BUSINESS

GENERAL TOPIC

Is there profit and satisfaction in being self-employed?

TEACHING OBJECTIVES

- To develop an understanding of some of the problems of operating a small business
- To explore the advantages and disadvantages of owning one's own business
- To present government regulations affecting small business establishments
- To provide information concerning government regulations regarding labor laws, safety laws, and the protection of the worker
- To introduce business terms and vocabulary used in business and commerce which should be common knowledge to everyone who is a consumer of goods and services
- To show how individual initiative and enterprise are still important parts of American life for those who wish to be independent and self-employed

STUDENT UNDERSTANDINGS

- The center aids a student with information about self-employment.
- Certain people are better suited to self-employment than others.
- There is prestige in self-employment, as well as continued opportunity for advancement.
- There are varied responsibilities in self-employment.

CONTENT

- How does a small businessman obtain know-how and capital?
- What factors determine business success or failure?
- What kind of personality is necessary for self-employment?
- What agencies will provide services to the self-employed?

TEACHING METHODOLOGY

Spend a class period discussing necessary vocabulary. Duplicate a list of definitions for reference:

STUDENT INFORMATION SHEET

BUSINESS VOCABULARY

Wholesale
Retail
Net profit
Gross profit
Markup
Markdown
Collateral
Promotion
Lead items
Overhead
Rental
Jobber
Manufacturer
Middleman

Begin with an introductory statement of the problems and benefits of the small businessman similar to the following sample:

Have you ever walked into a stationery store, gas station, sporting goods store, or delicatessen, and thought, "I'll bet this person makes a lot of money?"

Perhaps he does make a good income, and perhaps he has a boat and a new car. Have you ever stopped to think of some of his problems? How many hours a week does he work? How much money has he invested in the business? How did he get his training and experience? Can he leave his business to go on a vacation? Who will he put in charge if he leaves the business for 2 weeks?

There are many compensations and advantages to the person who owns his own business, but there are also disadvantages.

In this unit we will explore some of the problems found in operating a small business.

Arrange for a series of panels of resource people (see Inschool Speakers, Appendix B, p. 305) to discuss such topics as:

- The independent businessman type
- The expenses of opening a small business
- Seasonal versus year-around businesses
- Service businesses
- Recordkeeping
- Governmental regulations
- Chances for success or failure in a given area
- Purchasing and inventory
- Pitfalls

Arrange for a panel of resource people (businessmen, bankers, etc.) who will discuss capitalization. Ask them to provide information concerning credit and loan procedures for small businesses. (See Inschool Speakers, Appendix B, p. 305.)

Conduct a series of class discussions.

- Formulate a list on the chalkboard of the responsibilities of the small businessman. Some of them may be:
    - He must meet his customer's needs.
    - He must use good judgment when selecting a location.
    - He must train his own help.
    - He must arrange for banking services and insurance.
    - He must do his own buying.
    - He must keep his own records.
    - He must make his own store layout.
    - He must arrange his own window displays.
    - He must promote customer good will through advertisements and sales campaigns.
- Develop a profile of characteristics describing an ideal businessman, for example:
    - Resourceful
    - Full of initiative
    - Desires financial security
    - Desires independence
    - Energetic
    - Skillful with people
    - Willing to learn
    - Courageous
    - Alert

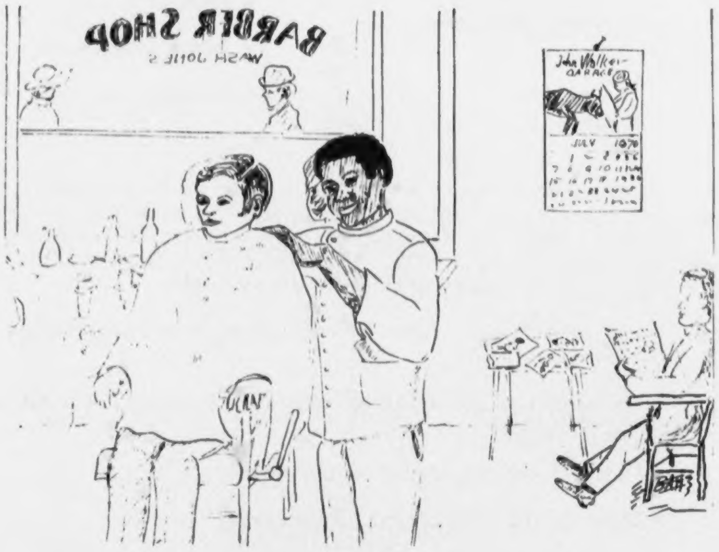
Ditto a checksheet of typical business expenses, and ask each student to develop a list for some business in which he might actually be interested. Suggest that he check the listings in classified or call real estate agents for rental prices. He may contact wholesalers for prices on merchandise, etc. The checklist should include:

- Wages (including the salary drawn by the proprietor)
- Rent
- Advertising
- Supplies other than stock
- Light
- Power
- Taxes
- Insurance
- Interest on borrowed money
- Repairs
- Improvements
- Delivery services

Invite certain types of businessmen to discuss specific businesses: dry cleaner, gas station, diner, bakery, catering, beauty parlor, barber shop, jewelry, florist, grocery, etc. (See Inschool Speakers, Appendix B, p. 305.) Set up checklists of questions for these speakers to answer similar to these below:

- Why do different types of businesses require different capitalization?
- How much capital would be required to establish a business in this field?
- How much of this could be borrowed?
- Where could this amount be borrowed?
- How often does the stock turn over during the year?
- Do sales vary by months or seasons? Why?
- What is the mortality rate among new businesses of this kind?

- What is the most common cause of failure?
- How many last through the first year? second year? fifth year?
- How much money can one expect to make in this business after expenses are paid?
- What kind of person would be most successful in this business? What should his qualifications be?
- How can a person get the necessary experience to be successful in this business?
- How much experience is necessary?
- Would you advise a young man to enter this business today? Why?



Proprietors of some businesses may have to be licensed by the government, and the proprietor must adhere to complex sanitary codes to stay in business.

Ask small groups of students to check a variety of business types in the community and to contrast the flow of traffic, rental, income, sales, general appearance, etc. Suggest that they utilize their picture-taking techniques to bring material back to class. (See Use of Still Prints and Slides, Appendix A, p. 303.) Have the class use collected material for developing a set of rules similar to that below for choosing potentially good business locations.

- Choosing a proper location requires knowledge and thought.
- A businessman going to a new community should have a good reason for doing so.
- One should check with the local bankers, chamber of commerce, and the State Department of Commerce.
- One should observe the pattern of flow of traffic, both vehicular and pedestrian.
- One should check on other establishments similar to the business he intends to run.
- One should check such things as tax rates, fire protection, and police protection.

Ask students to read biographies or biographical sketches of the lives of men who established great business enterprises in the United States. (See sample list below.) Have them report to class on these businessmen. (See Group or Individual Reports, Appendix C, p. 308.)

Woolworth's
A. & P.
Ford Motor Company

Du Pont Corporation
Firestone Rubber Company
Polaroid

Arrange for field trips to local small establishments, such as dry cleaning shops, repair shops, restaurants, gift shops, service stations, and beauty shops. (See Field Trips, Appendix B, p. 307.) Have the students report their findings to the class; follow each report with class discussion and questioning.

Assign a group of students to make a survey of businesses in the community that have gone out of business during the past year and determine why some businesses fail while others succeed. Have students interview the proprietors of these businesses to determine factors crucial to their success or failure.

Select students who are interested in starting their own business. Encourage them to pick the type of business they want to run. Have them investigate a business of this type in the community by finding the answers to the following questions, which are mimeographed and given to them.

STUDENT INFORMATION SHEET

SMALL BUSINESSMAN INTERVIEW

Is there a need for insurance on the business? Why?
How much insurance of each of the following types would be desirable?
  How much would each of these cost?
    Loss or destruction of property through fire, windstorm, flood, explosion
    Protection from lawsuits resulting from injury or damage to the person or property of others
    Protection from lawsuits resulting from injuries to employees?
How can the businessman determine the demand for each of his products?
How can he determine the amount of each item to keep on hand?
How does he determine the kind, brand, or quality to sell?
How does he select a supplier?
How does he place his order?
How does he have the merchandise shipped?
How can he keep track of the sales trend of the item?
How does he know when to order more?
What is the most economical way to buy?
What kind of records must be kept?
Does the businessman need to borrow periodically from the bank?
  When does he pay this back?
What kind of advertising is necessary?
How are potential customers most easily reached?
What per cent of gross sales must be spent on advertising?
Does this business have to sell on credit?
What kind of credit account must be offered to customers?
What government regulations affect his business?
Are special licenses needed to conduct this business? How are they obtained?
Are there special safety or sanitary regulations which must be observed by this business?
What labor regulations pertain to this business?
Are there any labor problems usually associated with this type of business?
How much competition is there in this type of business?

Send to the town or city government, as well as to the county and State governments, for materials regarding licensing and other regulations. These should be made available for class perusal and discussion.

Make transparencies of materials in the daily newspapers concerning business opportunities and places of business for sale. Discuss in class why these would be good or poor investments.

Ask students to relate experiences they have had working or things they have observed while working in various places of business that have helped or hindered the success of the business.

TEACHING MATERIALS

BOOKS

Allen, L. L. *Starting and succeeding in your own small business.* New York. Grosset. 1968.

Broom, H. N. & Longenecker, J. G. *Small business management;* 2d ed. New Rochelle, South-Western. 1966.

Bunzel, J. H. *American small businessman.* New York. Knopf. 1962.

Grinshaw, Austin. *Problems of the independent businessman.* New York. McGraw. 1955. o.p.

Haltzman, R. S. & others. *Business methods for the small business.* New York. McGraw. 1952. o.p.

Jones, T. B. *How the Negro can start his own business.* New York. Pilot. 1968.

Kahn, Harold. *101 businesses you can start and run with less than $1,000.* Englewood Cliffs, N.J. Prentice-Hall. 1968.

Lasser, J. K. *Business management handbook;* 2d ed. New York. McGraw. 1960. o.p.

____ *How to run a small business;* 3d ed. rev. by Bernard Griesman. New York. McGraw. 1963.

Leavy, M. L. *Law for the small businessman.* Dobbs Ferry. Oceana. 1959.

Lewis, R. D. & Lewis, J. N. *What every retailer should know about the law;* 2d ed. New York. Fairchild. 1963.

Liebers, Arthur. *Key to successful business.* Hackensack, N.J. Wehman. 1964.

McGregor, C. H. *Retail management problems of small and medium-size stores;* 3d ed. Homewood, Ill. Irwin. 1962.

Mahoney, Tom. *The great merchants: America's foremost retail institutions and the people who made them great;* rev. New York. Harper. 1966.

Mangold, M. J. *How to buy a small business.* New York. Pilot. 1960.

Milton, Mark. *Free for teens.* Washington. Ace. 1969.

Proxmire, William. *Can small business survive?* Chicago. Regnery. 1964.

Wingate, J. W. *Buying for retail stores;* 3d ed. New York. Prentice-Hall. 1953. o.p.

Winter, E. L. *Your future in your own business.* New York. Rosen, R. 1966.

BOOKS - SELECTED BIOGRAPHIES

Baker, N. B. *Nickels and dimes; story of F. W. Woolworth.* New York. Harcourt. 1954.

Burlingame, Roger. *Henry Ford.* New York. Knopf. 1955.

Dugan, James. *American Viking: the saga of Hans Isbrandtsen and his shipping empire.* New York. Harper. 1963.

Faber, Doris. *Printer's devil to publisher: Adolph S. Ochs of the New York Times.* New York. Messner. 1963.

Fanning, L. M. *Charles Martin Hall.* Pittsburgh. Aluminum Co. of America.

_____ *Titans of business.* Philadelphia. Lippincott. 1964.

Jennings, Walter. *Twenty giants of American business.* New York. Exposition. 1952.

Latham, J. L. *Young man in a hurry: the story of Cyrus Field.* New York. Harper. 1958.

Lavine, S. A. *Famous industrialists.* New York. Dodd. 1961.

_____ *Kettering: master inventor.* New York. Dodd. 1960.

Levine, I. E. *Electronics pioneer: Lee De Forest.* New York. Messner. 1964.

_____ *Inventive wizard: George Westinghouse.* New York. Messner. 1962.

_____ *Miracle man of printing: Otto Mergenthaler.* New York. Messner. 1963.

Paradis, A. A. *Americans at work.* New York. McKay. 1958.

Regli, Adolph. *Rubber's Goodyear.* New York. Messner. 1941.

Shippen, K. B. *Mr. Bell invents the telephone.* New York. Random House. 1952.

Wall Street Journal. *Millionaires and how they made their fortunes.* New York. Random House. 1961.

Young, R. M. *Boss Ker: a life of Charles F. Kettering.* New York. McKay. 1961.

PAMPHLETS*

American Institute of Cooperation, 1616 H St., NW, Washington, D.C. 20006.
Business in our community.

Chamber of Commerce of the United States, Economic Research Department, 1615 H St., Washington, D.C. 20006.
Small business: its role and its problems.

Coffee Information Service, 300 E. 44th St., New York, N.Y. 10017.
Do-it-yourself coffee houses.

Mellingis Co., 1554 S. Sepulveda, Los Angeles, Calif. 90025.
How to import and export.

National Association of Manufacturers, Education Department, 2 East 48th St., New York, N.Y. 10017.
Research and evaluation for the small business. #181. Free.

National Cash Register Co., 50 Rockefeller Plaza, New York, N.Y. 10020.
Profit by adequate business records. Free.

New York Life Insurance Co., Box 90, Madison Square Garden, New York, N.Y. 10010.
Should you go in business for yourself.

N.Y. State Dept. of Commerce. 112 State St., Albany, N.Y. 12207.
Business management series. Free.

Sara Coventry, Inc., Newark, N.J. 07071.
C.P.I. - career potential income quotient test.

Smead Manufacturing Co., 600 East 10th St., Hastings, Minn. 55033.
File and find it manual.

U.S. Dept. of Agriculture, Office of Information, Washington, D.C. 20250.
Consumer quick credit guide.

U.S. Small Business Administration, Washington, D.C. 20425.
- *Building sound credit policies for small stores.* Small marketers aids, Annual #1.
- *Buying a small going concern.* Small marketers aids, Annual #2.
- *Checklist for going into business.* Small marketers aid #71.
- *For sale booklets of small business administration.* Free.
- *Free management assistance publications of a small business administration.* Free.
- *Handbook of small business finance.* Small business management series.
- *Management aids for small business.* Annual #1, 1955; Annual #2, 1956; Annual #3, 1957.
- *Management aids for small manufacturers.* Annual #4, 1958; Annual #5, 1959; Annual #6, 1960; Annual #7, 1961.
- *Recordkeeping systems - small store and service trade.* Annual #15.
- *Retailing.* Small business bulletin #10.
- *Starting and managing a small business of your own.*

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* Other current pamphlets may be obtained from these sources.

FILMS

An American legend. FBC. 22 min. sd. color. F-AF.
The story of the Fuller Brush Company, including how products are made and distributed.

Law of demand and supply. CORF. 1952. 11 min. sd. color. R-SYRCU, UILL.
Uses graphs and familiar terms to illustrate how the law of demand and supply affects supply.

Mr. Stuart answers questions. UWF. 34 min. sd. b & w. R-BEF.
The owner of a small retail store finds an answer to increased competition and corrects bad selling habits.

Portrait of a man. PENN. 28 min. sd. b & w. F-AF.
The story of J. C. Penney, a legend in the development of American business.

Say it with service. APPC. 1963. 15 min. sd. color. F-APPC.
The film emphasizes that the best way a dealer can sell his services and parts to a motorist is to give good service.

Small business U.S.A. DBI. 1965. 30 min. sd. b & w. F-NYSDC.
This presents the business techniques of the small businessman.

SECTION XXI - JOB OPPORTUNITIES IN SELLING

GENERAL TOPIC

How may the student prepare for a variety of opportunities in selling?

TEACHING OBJECTIVES

- To provide information about the variety of jobs in the selling field
- To stimulate an awareness of the importance of good speech and good grooming
- To develop an understanding of the vast numbers of jobs related to selling
- To stress an appreciation of the importance of representing a good company and a good product
- To encourage conscientious attitudes toward employer and buyer

STUDENT UNDERSTANDINGS

- Thousands of salespeople have routine jobs selling standardized merchandise, such as magazines, candy, cigarettes, and cosmetics.
- Many sales jobs do not require specialized training, so sales trainees often learn their duties on-the-job under the tutelage of experienced salespersons.
- The salesman who sells complicated products or services (Examples: electronic equipment or liability insurance) has a job which differs from that of most retail sales clerks since it requires more training and specialized knowledge.

- Real estate salesmen or brokers are often at the center of most property transactions. They must study tax rates, zoning regulations, insurance needs, etc.
- Manufacturer's salesmen sell to other businesses,such as factories, railroads, banks, wholesalers, and retailers.
- A good salesman knows his product and his customer.

CONTENT

- How important are good grooming, courtesy, and general personality to the success of a clerk or salesman?
- By what methods does a person obtain information about his merchandise?
- Why are principles of establishing rapport with people important?
- What are some of the characteristics of the public that buyers, clerks, or salesmen must deal with?
- What are the opportunities for advancement in this area?

TEACHING METHODOLOGY

Suggest that the students consider an ordinary buying situation such as the purchase of a pair of shoes. Discuss some of the points to consider:

- What is a well-made shoe?
- Is size important?
- Is style important?
- How wearable is the material of which the shoe is made?
- Should the salesman be able to provide information concerning quality and price?

Ask students to role play the purchasing of a wool suit, a hat, or a sweater. Let the class evaluate the salesman's performance by discussing these questions:

- Did the salesman know about quality and sizes?
- Was the salesman interested in the customer's needs?
- Was the salesman courteous?

Assign to two students the project of visiting a used car lot and inquiring about one of the vehicles for sale. Let one tape the "sales pitch" while the other speaks to the salesman. Make sure the interviewer asks questions about make, model, price, insurance, and extras. Let the class evaluate the salesman's attitude according to their own standards.

Arrange for several field trips to local stores, shopping centers, wholesalers, and manufacturers. Make certain to request the service of some executive who can explain plant operation and answer questions. In later discussion, ask the students to explain the type of selling done in the areas visited. Examples:

- Check-out clerk in supermarket
- Manufacturer's representative
- Wholesaler's representative
- Clerk in a small retail store

Invite a series of resource people to address the students and discuss suggestions they would give anyone contemplating entering the selling field. Include:

- Retailers of men's and women's clothing
- Registered nurse
- Dental hygienist
- Hair stylist for men and women

Ask students to role play (for laughs) the variety of types of customers they might have to deal with in a typical department store today. Suggest that they include:

- A hippie type
- A conservative school teacher
- An elderly lady
- A man who is deaf
- A woman who can't speak English
- A woman who is confused
- A boisterous young man
- An angry customer

Ask the students to role play the types of clerks they find most distasteful. Tape record their dramatizations for later class discussion.

Discuss the role of the salesman in society and the dependency of our economy upon his skill. Open the discussion with the following statement:

Workers in sales occupations help make it possible for people to buy, in their own and nearby communities, goods and services produced in thousands of other localities in all parts of the country. They also provide for the exchange of merchandise, land, and securities.

DISCUSSION QUESTIONS

- What kind of person makes a good salesman?
- What qualities do you appreciate in a salesman?
- In an economy such as ours, what is the role of the salesman?

Reproduce an article on fraudulent sales practices for discussion:

- Are the practices mentioned in the article reputable?
- Why can't a good salesman afford to be dishonest?
- To what extent is any business built on "repeat" clients?
- How does the building of a personal clientele benefit the salesman who changes jobs?

TEACHING MATERIALS

PAMPHLETS

American Telephone & Telegraph Company Marketing Dept., 32 Avenue of the Americas. New York, N.Y. 10013.
A blueprint for telephone selling.

Ideal Products Co., 430-0 Goldie Ct., Goodlettsville, Tenn. 37072.
Making pen sales.

Success Motivation Institute, Inc., Box 7614, Waco, Texas 76710.
Opportunity unlimited.

FILMS

A little time for Henry. RSC. 17 min. sd. color. F-MTP.
A cartoon film about a salesman's management of his time.

Distributive education. VDE. 16 min. sd. b & w. R-BEF, INDU.
Introduces opportunities in retailing, selling, advertising, buying, and merchandising.

Good will ambassadors. SAUM. 1965. 6 1/2 min. sd. color. R-BEF.
Describes how a salesperson can build a clientele.

How it evolved. NET. 1963. 30 min. sd. b & w. R-INDU.
Traces the evolution of American business methods from early colonial times to modern-day corporate procedures.

Importance of selling. BEF. 20 min. sd. R-BEF, SYRCU.
Describes the structure of typical sales organizations, the duties of sales executives, and the importance of selling.

The individual in the modern world. CGW. 28 min. sd. b & w. F-AF.
Discusses the problems facing mankind in a fast-changing industrialized society.

The managerial revolution. NICB. 26 min. sd. b & w. F-AF.
Traces the growth of American industry from Henry Ford to the space age, and highlights the forces and factors of mass production, revolution, birth of big industry, relations between labor and management, and the expanded role of government.

Matter of form. MOORE. 23 min. sd. color. R-BEF.
Describes automation in business and its importance to modern commercial transactions. Discusses the simple salesbook and complex forms used in high speed electric printers.

Once upon a punched card. IBM. 9 min. sd. color. F-IBM.
Demonstrates an efficient way of handling a routine accounting job.

Salesmanship: art or science. GM. 25 min. sd. color. F-MTP.
The many creative and rewarding opportunities in sales are shown.

Story of distributive education. SEARS. 21 min. sd. color. F-AF.
Shows the preparation for careers in buying, retailing, financing, and advertising.

This is advertising. ANA. 1962. 27 min. F-ANA.
Explains the vital role of advertising to salesmen, dealers, employers, and community groups.

This is Lloyd's. LOL. 35 min. sd. color. F-AF.
Shows the vast operations of Lloyd's of London.

Who threw that monkey wrench? IFB. 9 min. b & w. R-BEF, SUNYB.
Points out several incidental errors committed by retail sales clerks which create customer dissatisfaction.

The world is yours. MONW. 27 min. sd. color. F-MTP.
Deals with the origins and growth of modern retailing and marketing methods of Montgomery Ward.

FILMSTRIPS

Accepting deposits. NABAC. 1967. 12 min. sd. color. R-NABAC.
Outlines in a step-by-step analysis the proper handling of money to reduce error.

Automation in today's modern office. FRIDEN. 20 min. si. color. F-FRIDEN.
Companion reading script points out the importance of automation and career opportunities it offers.

Being a good teller. NABAC. 1967. 13 min. sd. color. R-NABAC.
Discusses simple do and don't behavior and work patterns, as well as detection of money frauds, handling teller differences, and teller activity during and following a robbery.

Cash registering for quick service. MER. 19 min. sd. color. P-MER. R-BEF.
Teaches methods of collecting federal and local taxes, detection of counterfeit money, handling exchanges and errors, and the mechanics of ringing up the sale.

Handling difficult customers. MER. 10 min. sd. P-MER. R-BEF.
Shows techniques of handling difficult customers.

How to keep customers buying in a self-service store. NCR. 1963. 15 min. sd. color. F-NCR.
Deals with the art of selling.

How to serve the customer in a self-service store. MER. 13 min. sd. color. P-MER. R-BEF.
Demonstrates various techniques.

Let's look at your job. MER. 10 min. sd. P-MER. R-BEF.
As a salesman, it is important to be well groomed and knowledgeable of your merchandise and customers.

Merchandising by the food broker salesman. LIFE. 1964 13 min. sd. color. F-NFBA.
Indicates how a salesman deals with a store manager to secure the best possible space for the display of a specific product.

Problems in food store check stands. NCR. 35 min. sd. color. F-NCR.
Concerns common procedures in checkout areas and the accuracy and competence of food store checkers.

TRANSPARENCIES

Consumer motivations. VPD3M. Packet no. 25. Catalog no. 405905. P-VPD3M.
Introduction to distributive education. VPD3M. Packet 23. Catalog no. 403903. P-VPD3M.

Marketing process. VPD3M. Packet no. 24. Catalog no. 404904. P-VPD3M.

Sales education 1 & 2. VPD3M. Catalog no. 7002. P-VPD3M.

SECTION XXII - JOB OPPORTUNITIES IN CLERICAL WORK

GENERAL TOPIC

How may the student prepare for the variety of available clerical jobs?

TEACHING OBJECTIVES

- To cultivate realization that many new jobs, such as in data processing and computer operation, are available
- To provide information concerning area training centers where people can learn clerical skills
- To foster an awareness that a clerical job is often an entry which provides opportunity for those who seek advancement
- To develop an understanding of the importance of the clerical worker in a private company or a government establishment
- To stress the need for many conscientious persons in some phase of clerical work

STUDENT UNDERSTANDINGS

- The opportunities for employment now and in the future are growing because of expanding industry and high turnover rates.
- A specialized clerk or secretary (i.e., law, medicine, construction, or engineering) must have knowledge of the fundamentals and terminology of a particular field.
- Many companies cooperate with local schools, business schools, and training centers in setting up office education programs under which students work part-time under the supervision of trained personnel while still attending school.
- A good secretary or stenographer must have a knowledge of spelling, vocabulary, grammar, and correspondence procedure. In addition, he must be able to take dictation and type.

CONTENT

- What personality traits can aid a person to be a good clerk?
- What special knowledge is necessary for a person applying for a secretarial job with a doctor? A lawyer?
- What procedures are useful in finding available clerical jobs?
- Where is the civil service office in our community? Where are civil service jobs or examinations listed?
- Why must a clerk cultivate accuracy?

TEACHING METHODOLOGY

Discuss the role of the clerical worker in our economic structure. Bring in ideas about the types of jobs available and the services related to each. Clerical occupations offer work opportunities to high school graduates, especially to those who have studied typing, bookkeeping, and related courses. Consider the following:

- Bookkeeper
- Bookkeeping machine operator
- Calculating machine operator
- Cashier
- Dentist's or physician's receptionist
- Grocery checker
- Hotel or motel clerk
- Key-punch operator
- Messenger, office boy, office girl
- Office clerks
- Receptionist
- Stenographer
- Tabulating equipment operator
- Telephone operator
- Teller (paying or receiving)
- Ticket clerk
- Typist

Arrange for field trips to banks, business houses, commercial establishments, etc. Make certain that the preparation for each trip is made meaningful by a complete discussion of the services being rendered. (See Appendix B, Field Trips, p. 307 .)

STUDENT INFORMATION SHEET

THE JOB	THE QUALIFICATIONS	THE OUTLOOK
Secretary, Stenographer	Business course helpful. Take dictation at 80 words a minute; type 40. Competence in spelling and grammar. Neatness.	Very good in all kinds of businesses.
Office-machine operator (billing, adding, calculating, duplicating, tabulating)	Training on machines and some business arithmetic. Typing desirable. On-the-job training available.	Excellent, especially in large manufacturing firms, insurance and banking firms, retail and wholesale companies, government agencies.
Electronic data-processing personnel (console operator, tape librarian, converter operator)	A good record in all high school subjects, especially math. Some firms require college. On-the-job training available.	Excellent in large organizations: banks, government agencies, insurance firms, public utilities, and publishers.
Purchasing agent	High school minimum with courses in business. Many rise from ranks.	Very good in all kinds of businesses. Good prospects in hospitals. Pay ranges widely.
Cashier	Business courses and typing helpful. Neatness and accuracy required. On-the-job training available.	Very good. Try retail stores, theaters, supermarkets, banks, restaurants, hotels. Advancement limited.
Bank teller	Business courses helpful. Mathematical aptitude needed. Also speed, accuracy.	Good advancement for those who learn to use automated equipment.

Mimeograph charts of the above occupational information so that each student may have a reference copy.

Arrange for a visit to one of the local schools specializing in data processing or computer operation. Before the trip, make certain that the function of the school has been completely analyzed. Contact the manufacturers of various types of data processing machines for explanatory materials on their products. Request that a manufacturer's representative call at the center to explain the workings of their machines. (See Appendix B, Inschool Speakers, p. 305.)

Collect several types of records kept in an average business. Utilize the overhead projector to show the use of each.

- Time cards
- Inventory sheets
- Mail records: letters received and answers
- Appointments: date, time
- Receipts
- Payments made

Utilize resource persons to explain the need for clerical help in government service, big business, little business, professional offices, etc. Make certain to be thorough in preparing for speakers so that the visits will be meaningful. Ask that each resource person prepare materials on:

- The type of records kept in their particular business area
- The need for accuracy
- The need for dependability
- The job openings available
- The opportunity for advancement

Ask students to create a bulletin board display of career information utilizing want ads, civil service announcements, newspaper clippings, and pamphlets.

Using transparencies and the overhead projector, set up exercises to show the results of small errors such as the following:

- A check entry for $1,543.50 instead of $15,435.00
- A typed measurement for a steel bearing 31.70" diameter instead of .3170" diameter
- A dimension of 6" instead of 6'
- A check made out to Mr. H. L. Smith instead of Mr. L. H. Smith
- A receipt for $60.45 instead of $64.05.

TEACHING MATERIALS

PAMPHLETS

Royal McBee Corp., Westchester Ave., Port Chester, N.Y. 10573.
Typing hints.

Royal Typewriter Co. Educational Services, 150 New Park Ave., Hartford, Conn. 06106.
The successful secretary.
Typing do's and don't's.

W. A. Sheaffer Pen Co., 301 Avenue H, Fort Madison, Iowa. 52627.
How to improve your handwriting.

Smead Manufacturing Co., 600 E. 10th St., Hastings, Minn. 55033.
File and find it.
Filing and finding made easy.

FILMS

Duty of a secretary. NEF. 30 min. sd. b & w. R-BEF, UILL.
The right and wrong ways of being a secretary are illustrated.

The secretary: a normal day. CORF. 1966. 11 min. sd. color. R-BEF, SYRCU, INDU, UILL.
Covers the secretarial duties of maintaining the daily schedule, handling the mail, using the phone, operating business machines, taking dictation.

Your career as a secretary. MLA. 1962. 27 min. sd. color. P-MLA. R-MLA.
Emphasizes the importance of study to advancement.

FILMSTRIPS

Basic data processing. FRIDEN. 20 min. sd. color. F-FRIDEN.
Discusses data processing at the sources.

The magic window. IBM. 1963. 16 min. sd. color. F-IBM.
Demonstrates how the punched hole is used for verifying, classifying, and reporting information.

World of work - Set I. MGHT. 3-33 1/3. 6 fr. sd. color. P-LA.
Introduces various occupations.

TAPES

Opportunities in retailing span the centuries. MER. 1968. 11 min. F-MER.
Shows the challenges of retailing.

TRANSPARENCIES

Clerk typist series. VPD3M. 17 units with 20 tr. in each. P-VPD3M.

SECTION XXIII - JOB OPPORTUNITIES IN SERVICES

GENERAL TOPIC

What jobs are available in the service field?

TEACHING OBJECTIVES

- To develop familiarity with the variety of jobs available in the service field
- To become aware of the continuing rise of opportunities in the service area
- To learn of the opportunities available in public service; for example, firemen, policemen, and detectives

STUDENT UNDERSTANDINGS

- Service workers as an occupational group provide services which add to people's comfort, health, safety, and enjoyment.
- The number of jobs available in service industries has risen over those available in production industries.
- The number of jobs has risen because of the increase in leisure time activities, the expansion of educational and medical facilities, and the growing demand for repair services.
- There are service jobs available in laundries, beauty parlors, barber shops, theaters, restaurants, private homes, nursing homes, service stations, marinas. and repair shops.
- There are service jobs available with local, state, and federal governments; for example, firemen, policemen, watchmen, elevator operators, and guards.

CONTENT

- What are some of the occupations in the newly expanding fields of work?
  - What are some of the problems that more leisure time will create?
  - Why is it necessary to have police and security guards in all communities?
  - What constitutes good service in a restaurant or an automobile service station?
- How does the success of a business often depend upon the quality of its service?

TEACHING METHODOLOGY

Reproduce parts of the classified sections of different newspapers for class distribution. Discuss the variety of service jobs available in the area, and point out the fact that it is often necessary to scan more than one newspaper source.

On the chalkboard, list the jobs mentioned in one issue of the daily paper. Discuss the qualifications necessary for each. Try to include the types of jobs for which students will eventually qualify, such as:

- Appliance serviceman
- Apprentice truck mechanic
- Car washer
- Dishwasher
- Gas station attendant
- Janitor
- Meatcutter
- Mover
- Painter
- Bakery routeman
- Security guard
- Short order cook
- Stockman
- Taxi driver
- Driver, private school
- Gardener

Provide references (see materials section) in which students can check job information. Discuss data in class. Select a particular job, and use questions like the following:

- Why are you interested in this job?
- What opportunities for advancement does it offer?

- What training is necessary?
- Where can you receive training for this job?

Arrange field trips to places which employ service workers. Make certain that there is a full class discussion of the purposes of this facility before making the visit. Appoint reporters and photographers to collect data for later class discussion. (See Appendix B, Field Trips, p. 307.) The following are possibilities for field trips:

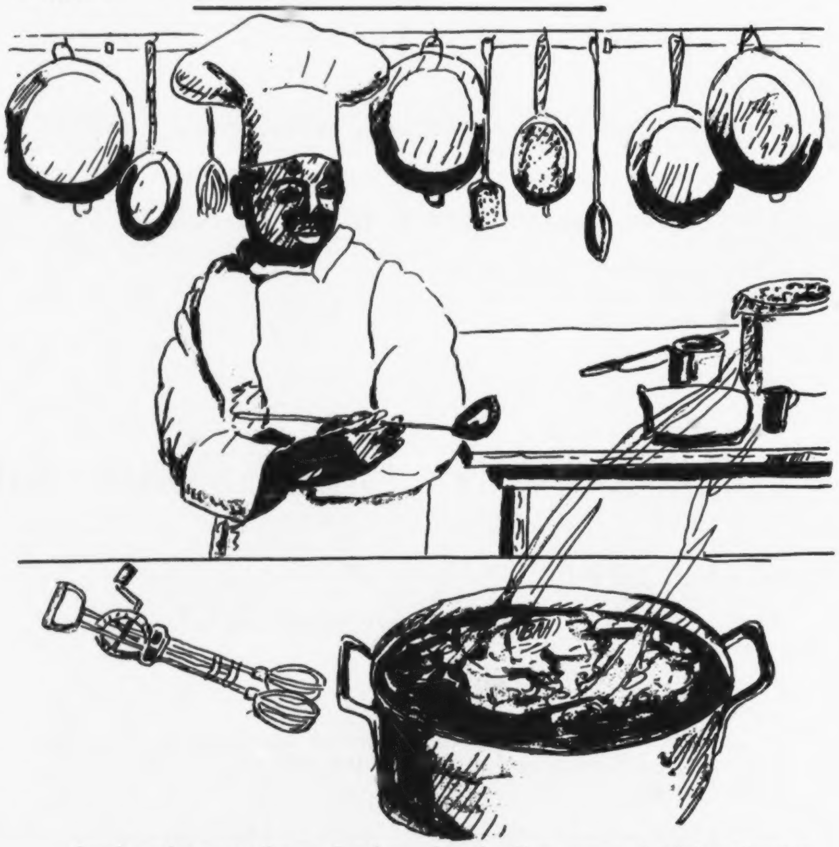
- Police Department
- Fire Department
- Telephone Company
- Banks
- Filtration Plant
- Lighting Company
- Newspaper
- Automobile Assembly Plant
- Bakery
- Dairy
- Hotel
- Restaurant
- Airline

Arrange for showing films that are available from various agencies. (See Appendix A, Use of Commercial Films, p. 301.) Films are often available from:

- Civil Service
- State Health Department
- State Education Department
- Government agencies
- Private companies located in the community

Arrange for a panel of resource people who will discuss the various service needs in a community. Include such people as a hotel manager, a bakery supervisor, a nursing home superintendent, etc. Ask these people to discuss the varieties of available jobs, the qualifications, the responsibilities, and the fringe benefits. Before the discussion, make certain that the class is alerted to the intent of the speakers and the content of their presentation. (See Appendix B, Resource Persons and Inschool Speakers, p. 305.)

Invite center graduates who are involved in service occupations to visit the class and discuss the kinds of work in which they are involved.



Good cooks are always in demand and often command high salaries. On-the-job training and experience usually prepare one for this occupation. Formal educational requirements are minimal if one can produce on the job.

Provide opportunities for students to see all service aspects of the facility visited. Arrange to have some member of the plant staff discuss the advantages of working in certain areas and answer all pertinent questions. (See Appendix B, Field Trips, p. 307.)

Develop file folders of information regarding the service employees hired in various local businesses. Collect pamphlets, clippings, and other data for interested students.

INSTRUCTIONAL MATERIALS

PAMPHLETS

United States Bureau of Labor Statistics, Washington, D.C. 20402.
Job guide for young workers.
Occupational outlook handbook.

U.S. Civil Service Commission, 1900 E. St., NW, Washington, D.C. 20415.
Current civil service announcements.
Job guide for young workers.
Thinking about your job?

FILMSTRIPS

Preparing for work. UMINN. N.D. P-UMINN.
A series of filmstrips containing such titles as:
Why do people work?
Your job application.
Does it matter how I look?
Now I want a job.
Job interview tips.
The maintenance worker.
The restaurant worker.
Service to people.
The sales clerk and the office worker.
A look at other jobs.
What do you do if? (Series A)
What do you do if? (Series B)

World of work, Set I. MGHT. 3-33 1/3. 6 fr. sd. color. P-LA.
Shows phases of jobs in gas stations and in hospitals.

SECTION XXIV - PROFESSIONAL AND MANAGERIAL JOB OPPORTUNITIES

GENERAL TOPIC

What jobs are available in the professional and managerial career areas?

TEACHING OBJECTIVES

- To help students realize that a better education and further training are necessary to attain the role of a professional or manager
- To inform students that several years of education are required to become a topflight professional lawyer, doctor, teacher, or engineer

STUDENT UNDERSTANDINGS

- Only a small percentage of people attain professional and managerial levels.
- Beginning students must develop initial skills and obtain experience before beginning managerial training.

CONTENT

- What education distinguishes professionals from all others?
- Why does the demand for professionals exceed the supply?
- What are the characteristics of a good manager?
- Why do both the professional and managerial fields require people who relate well to others?
- What are the big differences in requirements for professionals compared to the other career areas? (Differences in education, training, and experience.)

TEACHING METHODOLOGY

Discuss the following topics:

- Management's role in running a business
- The employee's obligation to the business

- The difference between profit and loss
- The pros and cons of union membership
- Various benefits and opportunities within a company
- The processes involved in producing the company product(s)

Use newspapers and telephone directories (yellow pages) for ascertaining the location of area schools. Contact the N.Y.S.E.S., the U.S.E.S., and the civil service agencies for added information.

Ask students to write to the schools in which they are interested and fill out data sheets similar to the following. This material may be utilized for class discussion and later placed in the file folders for reference.

STUDENT INFORMATION SHEET

SCHOOL DATA SHEET

Name of School: ____________________
Location: ____________________
(Street) (City) (State)
Type of Community: Small Town ________ Large City ________
Type of School: Business ________ Mechanical ________
Flying ________ Television ________
Art ________ Data Processing ________
Drama ________ Other ________
Health Service ________ Public ________
Technical ________ Private ________

Distance from home:
In-town ________
Commuting distance ________
Out-of-town ________

Program:
Certificate offered ________
Degree offered ________
On-the-job program ________
Length of program ________

Admission Requirements:
High School Diploma ________
Entrance Exams ________
Subjects Necessary ________

Residence ________
Age ________
Health ________

Expenses:
Tuition ________
Books ________
Fees ________
Housing ________
Transportation ________
Personal ________

Housing Facilities:
Dormitories ________
Private Homes ________
Student Apartments ________

School Facilities:
Library ________
Shop ________
Laboratory ________
Counseling ________
Placement ________

Student Aid:
Scholarship Aid ________
Student Loan Funds ________
Work Study Programs ________

Arrange for field trips (See Field Trips, Appendix B, p. 307.) to as many schools and as many industrial areas as possible. Appoint student reporters to compile data for later discussion.

TEACHING MATERIALS

BOOKS

Finkel, Lawrence & Krawitz, Ruth. *How to study*. Dobbs Ferry. Oceana. 1964.
An informal easy-to-read guide to study which takes students through the steps of listening properly, taking notes, scheduling time and place for study, how to remember, how to review, types of tests, and other valuable tips. Humorous illustrations.

Halacy, D. S. *The robots are here!* New York. Norton. 1965.
Concerns the history and development of machines that can learn complicated tasks that once were performed only by man. The author explains the need for the human brain, however, to make the machines useful.

Paradis, A. A. *You and the next decade*. New York. McKay. 1965.
This glimpse into the probable world of the 1970's will help in selecting a career.

SECTION XXV - JOB OPPORTUNITIES FOR THE SKILLED

GENERAL TOPIC

What jobs are available to the skilled?

TEACHING OBJECTIVES

- To cultivate awareness of the variety of jobs requiring skilled workers
- To stimulate the desire to embark upon one of the training programs available to those who desire a skilled occupation
- To develop consciousness of the benefits of employability as skilled labor

STUDENT UNDERSTANDINGS

- Most training authorities agree that the best way to learn a skill is through a formal apprenticeship program.
- Large numbers of young men in the Armed Forces acquire skills which qualify them for skilled civilian jobs, such as automobile mechanic, electronics technician, airplane mechanic, electrician, and office machine repairman.
- Skilled workers have a higher earning capacity, more job security, better chances for promotions, and greater potential for opening their own businesses than unskilled workers.
- Because of industrial growth and technological advance, employment of the skilled will increase throughout the next decade.
- The center can provide information concerning certain skill areas.
- Becoming a skilled worker may demand hard work, extensive training, and other sacrifices.

CONTENT

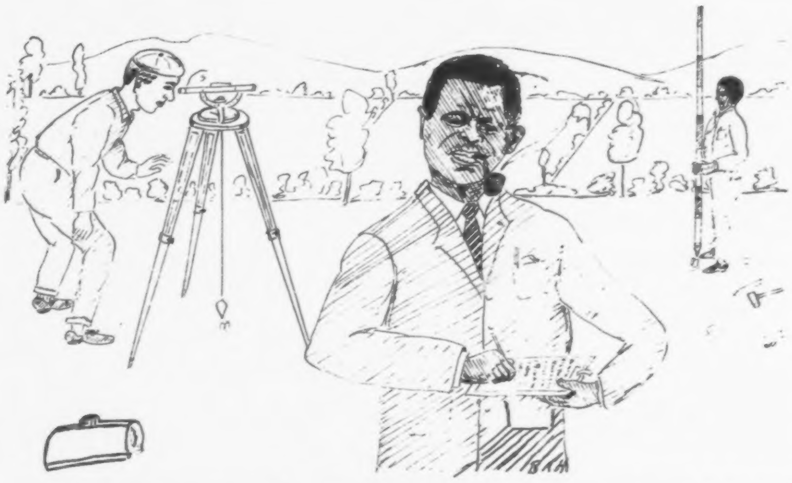
- What is a skilled worker?
- Why is a skilled person in a particular field considered an expert?
- What is the current demand for skilled workers?
- How can one become a skilled workman in a particular field?
- How may one obtain information about training to enter a particular skilled field?
- Why do most skilled workers join unions? What benefits do they derive from membership?
- What apprentice programs are available in the area?

TEACHING METHODOLOGY

Spend a class period in orientating students to the varied categories into which skilled workers fall. Outline such broad occupational categories as mechanics and repairmen, construction workers, and skilled machining operations. Show the dependency of the unskilled and/or semiskilled worker upon such skilled men as tool and die makers and pattern makers.

Set up broad general categories in which specific students may do research in accordance with their interests. The file folder system may be used as a depository for pictures, clippings, and other collected data. (See Appendix A, File Folder, p. 304.) See examples below:

- Food Industry
  - Crop Raising: farmer, horticulturist, tobacco grower, market farmer, florist, nurseryman, dairyman, poultry and stock raiser, beekeeper. (Related occupations: landscape gardener and forester.)
  - Processing and Marketing: butcher, baker, cook, grocer, butter and cheese maker, candymaker, beverage maker, trucker, shipper, canner, and other food processors. (Related occupations: fisherman, trawler, lobsterman.)
- Clothing Industry
  - Preparation: wool carder, knitter, leather goods worker, sewing machine operator, dyer.
  - Design: designer, tailor, dressmaker, garment maker, seamstress, glover, hatter, milliner, shoemaker, salesman.
- Transportation
  - Land: station and ticket agent, roadmaster, yardmaster, locomotive engineer, fireman, switchman, conductor, cook, waiter, telegrapher.
  - Water: captain, mate, engineer, fireman, purser, electrician, radioman, pilot, cook, steward.
  - Air: pilot, engineer, navigator, ground crewman, stewardess, radio and radarman, detective, guard.
- Communication
  - Radio and TV: writer, producer, director, advertising salesman, technical aide.
  - Telephone and Telegraph: serviceman, operator.
- Manufacturing
  - Raw Materials: miner, driller, locator, surveyor, analyst.
  - Toolmaking: inventor, designer, draftsman, pattern maker, molder, mechanic.
- Construction Industry
  - Planning: draftsman, surveyor.
  - Building: brick, stone, and concrete mason, excavator, structural iron worker, lather, plasterer, roofer, tinsmith, plumber, steamfitter, electrician, painter, paperhanger, decorator, finisher, floor layer, tile setter, building inspector, glazier, coppersmith, wood carver.
  - Machine Operating: operating engineers drive bulldozers, pile drivers, hoists, cranes, and grading equipment.



A career in surveying offers a healthy environment and interesting work to those who enjoy working outdoors.

- Graphic Arts (Publishing)
  - Printing: typesetter, designer, layout man, composer, proofreader, estimator, hand compositor, linotype and monotype operator, press feeder, bindery worker, copyholder, electrotyper, paper stockman, photographer.
  - Others: editor, critic, advertising salesman, artist, engraver, circulation manager, publicity man, writer, reporter.
- Medicine
  - Aide: X-ray technologist, laboratory technician, dietician, therapist.

- Additional Categories for Study
  - Air conditioning
  - Art
  - Aviation
  - Banking
  - Computers
  - Electronics
  - Merchant marine
  - Nutrition
  - Photography
  - Real estate
  - Sanitation
  - Welding

Arrange for panels of resource persons from the various fields described above to lecture on the opportunities for skilled workers in their specific areas. Utilize the material in file folders to set up bulletin board displays. Make certain that students are well schooled in the subject areas to be discussed so that the speakers' presentations are valuable.

Invite executive personnel from various types of training schools to come to the center to discuss their offerings to those who wish to enter the skilled trades. (See Appendix B, Inschool Speakers, p. 305.)

- Business machine schools
- Mechanical technical schools
- Electrical schools
- Flying schools
- Art, music, drama schools
- Hospital training centers

Have students develop a questionnaire that would provide them the opportunity to compare the training needed by a skilled person in a particular field and to rate his own qualifications for this field.

Invite a New York State Employment representative to explain the opportunities available to skilled persons and to hand out written information to show the steps to be taken to prepare to enter various fields. (See Resource Persons, Appendix B, p. 305.)

Invite union representatives to talk to students regarding requirements for jobs, length of apprentice training, opportunities for skilled workers. (See Resource Persons, Appendix B, p. 305.)

Make assignments to specific students to go out to observe, to take notes, and to tape record interviews with skilled people and to report their findings in class. (See Out-of-School Interviews, Appendix B, p. 305.)

Have students choose one occupation with which they are familiar and let them tell the class all they know about the job. Ask them to find out what training is needed for many of the jobs and where they could get that training.

Discuss apprenticeship and apprenticeship training for various jobs:

- Inform students about the unions in the community which provide apprenticeship training.
- List qualifications for becoming apprentices in specific trades.
- Contact hospitals for information concerning training programs. Utilize this information in a bulletin board display.

Have students study the causes for changing job patterns. Include the following points in the discussion of their findings:

- The changes that took place when the automobile replaced the horse drawn carriage.

- The effect of this on such people as harness makers, wagon builders, feed merchants.
- The changes that occurred in industry when: Heating of homes was converted from coal burning to oil. Lighting changed from gas and kerosene to electricity. Sailing vessels were replaced by steam and diesel powered vessels.
- The new jobs created as a result of the above innovations.
- Circumstances which motivated job changes.
- The need for government regulations in certain industries; for example, why licenses are required for barbers and beauticians.

Mimeograph occupational information for inclass study and discussion. (See the following Student Information Sheet.) Follow up by having representatives of the various fields mentioned visit the class to provide additional information. (See Appendix B, In-school Speakers, p. 305.)

STUDENT INFORMATION SHEET

OCCUPATIONAL INFORMATION SHEET*

THE JOB	THE QUALIFICATIONS	THE OUTLOOK
Plumber, pipe fitter	High school plus 5-year apprenticeship preferred. Some localities require license.	Excellent for skilled journeymen. Pay is excellent. Apprentices get regular increases.
Appliance serviceman (washing machines, refrigerators, ranges.)	High school courses in electricity or physics helpful. Most begin as helpers.	Very good, especially for those who are trained in electricity and electronics.
Laboratory assistant	High school courses in chemistry, biology, and general science. Post-high school training required for many positions.	Very good. Some employers, such as chemical, drug, food, and cosmetic firms, may pay cost of part-time schooling.
Carpenter	High school plus 4-year apprenticeship preferred. But many learn on their own.	Excellent for skilled workers.
Television and radio serviceman	Vocational or trade school training needed. On-the-job training available.	Good for well-trained servicemen.
Auto mechanic	High school courses in auto repair helps. Apprentice programs available, but many begin as helpers, station attendants.	Very good for the skilled.
Business machines servicemen	High school usually required. On-the-job instruction from manufacturers available.	Excellent. Work on simple machines or on electronic equipment.
Tool and die maker	High school courses in math and physics; high mechanical ability and finger dexterity. On-the-job training needed.	Excellent, especially in space, electrical, machine, and metal industries.
Photographer	High school usually needed. On-the-job training with commercial studio available.	Commercial field crowded, but demand will be strong for technical and industrial photographers.

* Courtesy of *The Reader's Digest*

SECTION XXVI - JOB OPPORTUNITIES FOR THE SEMISKILLED

GENERAL TOPIC

What jobs are available to the semiskilled?

TEACHING OBJECTIVES

- To develop awareness of the types of jobs that are considered semiskilled
- To foster the realization that becoming semiskilled requires training
- To inculcate an appreciation of the benefits of being a semiskilled worker
- To provide data concerning the many jobs classified as semiskilled and to explore these areas of employment thoroughly
- To ascertain the benefits of attendance at area training centers

STUDENT UNDERSTANDINGS

- Semiskilled jobs may be entry jobs, some of which have a poor future while others can lead into a better opportunity.
- Most persons employed in semiskilled jobs work in manufacturing industries.
- Semiskilled workers are more likely to lose their jobs during a business recession than skilled workers.
- The semiskilled must be dependable workers who come to work regularly, pay attention, and follow instructions willingly.
- A person who takes advantage of the many educational opportunities available in his community is not permanently cut off from advancement.

CONTENT

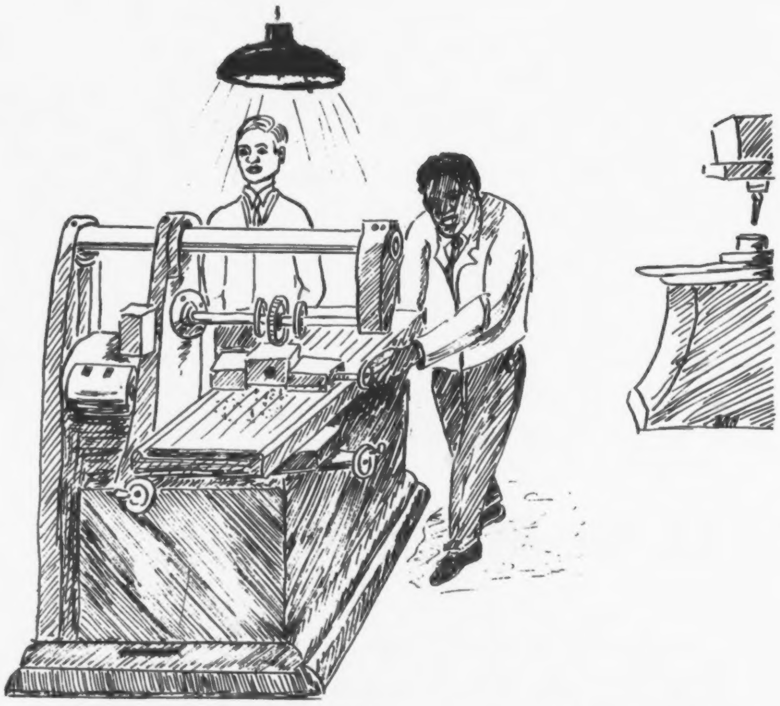
- What is the difference between a job and a career?
- Is past performance important in predicting how a person will do on a job?
- Is it important to work for a company which provides advancement for those who show interest and ability?
- Is it more important to take a job that pays a higher starting salary than one that pays less in the beginning but provides greater opportunity for advancement?
- Do some workers look for responsibility while others prefer to just do their work and let somebody else do the worrying?
- Are the chances for promotion to better jobs as great in semiskilled occupations as they are in other occupational areas?

TEACHING METHODOLOGY

Make a listing of people working at various jobs at a commercial airport, and ask that the students categorize each as professional, skilled, semiskilled, or manual labor. They may fill in the blanks with P, S, SS, or M.

STUDENT INFORMATION SHEET

____ Pilot
____ Copilot
____ Flight engineer
____ Air traffic control
____ Steward, Stewardess
____ Mechanics
    ____ a. Mechanical
    ____ b. Electrical
    ____ c. Hydraulic
    ____ d. Sheet metal
____ Fuel handler
____ Pursers
____ Airline dispatchers
____ Ticket agents and clerks
____ Ground radio operators and teletypists
____ Porters
____ Cleaners
____ Maintenance
    ____ a. Carpenters
    ____ b. Plumbers
    ____ c. Painters
    ____ d. Electricians
____ Clerks
____ Secretaries
____ Stenographers
____ Typists
____ Tabulating machine operators
____ Food and beverage handlers
____ Cafeteria personnel
____ Baggage handlers
____ Guards
____ Nurse, health services



Semiskilled workers, also called operatives, make up the largest occupational group in the Nation's labor force. More than 12 million workers, about 1 in every 6, are employed in semiskilled jobs. They receive only brief training on the job. They work under close supervision, often repeating the same operation throughout the working day.

Ask students to make a listing of six semiskilled jobs in which they are interested and with which they have some familiarity.

Make a compilation of the interests specified, and discuss various aspects of the jobs mentioned: qualifications, duties, responsibilities, wage scale.

Invite personnel directors from area industries to speak to the group concerning opportunities for the semiskilled. Ask that they answer certain specific questions which have been under discussion in class. (See Appendix B, Inschool Speakers, p. 305.)

SAMPLE QUESTIONS

- Compare the percentage of semiskilled employees to those who are skilled.
- What type of training program is available to the semiskilled?
- What are the promotional opportunities for tne semiskilled?
- Compare the wage benefits of the skilled and the semiskilled?

Tape record each speaker for later inclass evaluation and discussion.

Make interview assignments for certain students who will contact area resource people and obtain data concerning opportunities for the semiskilled.

- Industry management officials
- State and Federal employment agencies
- Civil Service personnel
- Armed Services personnel
- Guidance directors
- Former students
- Businessmen

(See Appendix B, Out-of-School Interviews, p. 305.)

Discuss the relationship between personality factors and job selection. Have the students check the following qualifications for jobs in which they are interested to determine their fitness for these jobs:

- There is a need to genuinely like people.
- There is a need to like to work with tools and mechanical things.
- There is a need to be able to maintain an even disposition under pressure.

- There is a need to be in good health and physically capable of hard work.
- There is a need to follow directions very carefully.

Ask students to select an industry, other than aviation, in which they are interested, and list as many jobs as they can. Using various books and pamphlets, they may gather as much information as they can regarding opportunities for employment, training required, wages, and other related information.

Have students contact a variety of community service clubs (Rotary, Better Business Bureau, Chamber of Commerce, Elks, Knights of Pythias, etc.) and request their aid in conducting a Community Job Fair at which actual student interviews may be conducted and part-time jobs awarded to the semiskilled. Students may also request the cooperation of radio and TV personnel in setting up publicity. Set up student committees to handle the details of the affair,such as:

- Invitations
- Booths and tables
- Publicity
- Audiovisual aids
- Refreshments

TEACHING MATERIALS

PAMPHLETS

U.S. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
Occupational outlook handbook; employment information on major occupations for use in guidance.

SECTION XXVII - JOB OPPORTUNITIES FOR THE UNSKILLED

GENERAL TOPIC

What jobs are available for the unskilled?

TEACHING OBJECTIVES

- To foster an awareness that a job as an unskilled worker can be a stepping stone to other occupations
- To develop a consciousness of the number and location of jobs for unskilled workers

STUDENT UNDERSTANDINGS

- Any occupation, no matter how humble, aids the individual to be a contributing member of society.
- Many jobs requiring unskilled help are of a temporary nature.
- Jobs for the unskilled often require physical strength.
- Many jobs for the unskilled have been eliminated by the introduction of machinery (examples: cotton picker, lettuce picker, self-service elevator).
- Since unskilled jobs are usually repetitive, little training is required.
- Unskilled workers must develop the ability to get along well with others.

CONTENT

- How are unskilled workers contributing members of society?
- Should a worker regard employment as unskilled labor as an entry into a larger career? Why?
- Why is early career planning important?
- What kind of unskilled jobs can lead to self-employment?

TEACHING METHODOLOGY

Administer vocational tests, such as Kuder, Strong, New York State Employment Services *Interest Checklist,* and Arco, to establish some type of guide for the student and the counseling staff. Set up interviews for individual students so that they may have the opportunity to discuss preferences. (See Out-of-School Interviews, Appendix B, p. 305.)

Discuss the role of the unskilled worker in our society. Investigate certain firms and businesses which employ large numbers of unskilled workers. Set up a field trip so that students may appreciate the function of such firms. (See Appendix B, Field Trips, p. 307.) In a later discussion, explore the idea that a beginning job in such a firm may lead to a better job or self-employment.

Invite owners of garbage collection businesses, scrap iron businesses, or moving concerns to discuss their use of unskilled labor. Ask that they cover such areas as the advantages of a physical occupation, the wage scale, and the opportunities for advancement.

Ask students to do a pictoral essay on the number of unskilled jobs available in their community area. (See Appendix A, Use of Still Prints and Slides, p. 303.) Use these as a bulletin board display.

Ask students to follow the classified ads for a week to determine the number of jobs available for unskilled labor. Keep a list on the chalkboard or the bulletin board to determine both types and frequency of job openings.

Invite a personnel director from a large retail store or a large manufacturing concern to discuss his need for unskilled labor. (See Inschool Speakers, Appendix B, p. 305.) Ask that he cover such points as the number of jobs available, the opportunities these jobs present, and the type of person necessary. Tape his comments for later inclass discussion.

Contact publishers for sample copies of trade journals, and assign several students to make listings of jobs available to the unskilled. Duplicate material so that students may have individual copies for discussion.

Building Progress
Stamats Publishing Co.
427 6th Ave., S.S.
Cedar Rapids, Iowa 52406

Citrus World
P.O. Box 823
Winter Haven, Fla. 33881

Construction News
P.O. Box 2421
Little Rock, Ark. 72203

Contract Cleaning
254 West 31st St.
New York, N.Y. 10001

Farm Technology
37841 Euclid Ave.
Willoughby, Ohio 44094

Grocer's Spotlight
707 Fox Bldg.
Detroit, Mich. 48201

Heavy Construction News
481 University Ave.
Toronto, Canada

Hotel Bulletin
543 Madison Ave.
New York, N.Y. 10022

Modern Maintenance Management
855 Avenue of the Americas
New York, N.Y. 10001

Public Works
200 S. Broad St.
Ridgewood, N.J. 07450

Refuse Removal Journal
210 East 53d St.
New York, N.Y. 10022

Vegetable Growers Messenger
Preston, Md. 21655

Water and Sewage Works
Box 1315
Lansing, Mich. 48904

Wines and Vines
16 Beale St.
San Francisco, Calif. 94105

SECTION XXVIII - JOB OPPORTUNITIES IN THE ARMED FORCES

GENERAL TOPIC

What kinds of employment and educational opportunities exist in the Armed Forces?

TEACHING OBJECTIVES

- To develop familiarity with the nature and benefits of employment in the Armed Forces
- To gain information concerning Armed Forces entry requirements
- To learn about the types of jobs and training available

STUDENT UNDERSTANDINGS

- The center can provide information about Armed Forces employment.
- There are a variety of occupations in the Armed Forces.
- The Armed Forces offer occupational training.
- The recruiting officers offer advice and information.

CONTENT

- What kinds of jobs are available in the Armed Forces?
- What educational opportunities are available to those entering the Armed Forces?
- How does the Armed Forces wage scale compare to the civilian wage scale?
- What are the nonwage fringe benefits of service in the Army, Navy, Coast Guard?
- What element of prestige exists in employment in the Armed Forces?

TEACHING METHODOLOGY

Set up a debate among students (see Appendix C, Classroom Debates, p. 310) to discuss the pros and cons of enlisting or waiting for the draft. The resolution to be debated can be: Resolved: Men are better off enlisting in the Armed Forces rather than waiting for the draft. The following information can be provided for students who will debate:

STUDENT INFORMATION SHEET

- Arguments in favor of enlisting:
    - Eliminate waiting for induction with its accompanying uncertainties.
    - Take advantage of the various enlistment plans offered.
    - Finish military training; then continue education or career.
    - Choose, if qualified and needed, a preferred branch of service and specialized training.
    - Request preferred foreign theater for army service.
    - Benefits are available to veterans.
- Arguments in favor of waiting for the draft:
    - Provides an opportunity to complete some college training before induction.
        - Since college students are entitled to deferment (1-S classification), additional deferments may be granted.
    - Gives an opportunity to obtain a job with career opportunities and reemployment rights.
    - Offers an opportunity to enroll in a post high school vocational training course to upgrade oneself for military assignment or civilian employment.
    - Provides for a shorter period of active military service.
    - Selective Service regulations are subject to change before the individual is subject to call.
    - Possible enrollment in a college which has an R.O.T.C. program.
    - Benefits are available to veterans of peacetime service.

STUDENT INFORMATION SHEET

ARMED FORCES INFORMATION

- Methods of Induction:
  - Enlist as a regular in a branch of the Armed Forces
  - Enlist in the National Guard
  - Enlist in the Organized Reserve
  - Join a college R.O.T.C. program
  - Volunteer for the draft
  - Await draft induction (occupational deferments sometimes granted)
- Enlistment Procedures:
  - Each service has developed a number of enlistment plans to encourage young men and women to volunteer.
  - General requirements:
    - Age: 17 to 27 or 34 years of age, depending on the branch of service.
    - Men less than 18 years of age or women less than 21 must have the written consent of their parents.
  - Physical: good general physical qualifications.
  - Educational or mental requirements: All services require applicants to pass written examinations, as prescribed by the particular branch of service.
  - Citizenship: Applicant must be a citizen of the United States and show appropriate evidence.
  - Character: Applicants must be of good moral character.
  - Length of enlistment period: minimum 3 to 4 years.
  - Selective service ruling: A man may enlist in any branch of service until the time he receives his notice to report for induction.
- Selective Service Registration Procedures:
  - The law states that young men must register on their 18th birthday or within 5 days thereafter.
  - Men must register at the nearest draft board, even if they are out of town.
  - Records will then be forwarded to their local draft board.
  - Proof of birth date must be presented.
  - Registration certificate will be mailed; must be kept at all times on the person. Selective service number listed on the reverse side identifies the state, number of the local board, birth year, standing among other registrants of the same local board having same birth year.
  - A classification questionnaire will follow thereafter, which becomes the basis for classification.
  - Notice of one's classification is sent as soon as the local board can act on the classification questionnaire.
- Selective Service Induction Procedures:
  - A person classified as 1A will be notified when and where to report for preinduction physical, mental examination, and the Armed Forces Qualification Test.
  - A person passing the physical and mental tests will be issued a Certificate of Acceptability. He cannot be inducted for at least 21 days after this notice is sent.
  - A person cannot be inducted until he is 18 1/2 years of age or over unless he volunteers after he registers.
  - The order to report for induction will be received at least 10 days before the date he is to report for duty.
  - At the induction center, a person is given a physical exam and is then sworn into service.

Request the services of recruiting officers who can explain to the class job opportunities in the five service areas: Army, Navy, Air Force, Coast Guard, and Marines. (See Appendix B, Inschool Speakers, p. 305.) Request personnel who can explain enlistment procedures. Mimeograph sheets such as the above which contain relevant information students need in order to ask pertinent questions.

Contact the branches of the Armed Forces for free informational materials. Distribute these materials to the class and discuss them, one service at a time. Use questions similar to these:

- How does one decide which service is best for him?
- What factors influence one's choice of service?
- What are the advantages of one service over another?
- What is the enlistment time required for each service?

Conduct a special session for those students who are contemplating obtaining a high school equivalency diploma. Ask the guidance director to explain those areas of the service open only to high school graduates. (See Appendix B, Inschool Speakers, p. 305.) Have the speaker explain what military jobs are civilian related so that experience and training could be transferred to a civilian job later. The following are samples of jobs which the students may wish to investigate.

NAVY JOBS

Yeoman: Yeomen perform clerical and secretarial duties involving typing, filing, operating office duplicating and audio-recording equipment, preparing and routing correspondence and reports, maintaining records and official publications, and requisitioning office supplies. They serve as reporters for courts-martial and, in the higher pay grades, as stenographers and office managers.

Radioman: Radiomen transmit, receive, log, route, file, and maintain security of messages in accordance with existing regulations, instructions, and procedures; operate typewriter and teletype equipment; tune radio transmitters and receivers; operate and perform operational preventive maintenance and repair, and locate the more common failures in radio equipment, including those associated with frequency shifters, converters, motors, motor generators, and power supplies.

Postal Clerk: Postal clerks operate the Navy's postal service. They man the counters where registered mail, postal money orders, postage stamps, and other needs of the patron are met. They are responsible for the security of mail matter and its prompt dispatch and delivery. They operate and maintain postal machines and equipment, and office equipment. They prepare and file correspondence, reports, and records.

Machine Accountant: Machine accountants operate and maintain keypunching and key-verifying equipment to record statistical data on tabulating cards. They set up and operate for accounting and statistical purposes such punchcard machines as sorters, collators, reproducers, interpreters, and alphabetic accounting machines. They assemble incoming information and make routine and special reports.

Storekeeper: Storekeepers take charge of various kinds of storerooms where they receive, store, and issue clothing, foodstuffs, mechanical equipment, and other items. They take inventories, establish stock quantities, prepare requisitions for stock needed, and contact suppliers for information on price, quality, and manner of delivery of items to be purchased.

Ship's Serviceman: Ship's servicemen operate and manage ship's store activities afloat and ashore. These activities include barber, cobbler, photographer, tailor, beauty shops, soda fountains, snack bars, vending machines, retail stores, laundries, drycleaning shops, and gasoline stations.

Clerk Typist: Organizes and types correspondence, orders, reports, and performs related clerical duties.

Medical Records Clerk: Prepares and consolidates medical records, reports, and statistics pertaining to admission diagnosis, treatment, and disposition of patients; classifies, indexes, and files medical records.

Stenographer: Takes and transcribes dictation of correspondence, telephone conversations, conference proceedings, and performs related clerical and administrative duties.

Medical Aidman: Gives emergency medical treatment to those wounded on the battlefields, evacuates wounded to the rear; assists medical officers at aid stations, dispensaries, and other emergency treatment facilities.

Medical Specialist: Assists in the care and treatment of patients in hospitals, clinics, and other medical treatment facilities under the supervision of a commissioned officer or enlisted specialist of the Army Medical Service.

Dental Specialist: Assists dental officer in the examination, care, and treatment of teeth.

Physical Medicine Corpsman: Personnel first perform the simplest tasks, issuing and storing equipment; preparing and setting up equipment; cleaning; helping to give physical therapy treatments; and in other ways assisting specialists and therapists. As they gain knowledge and experience, they may be trained in other more advanced areas.

Medical Laboratory Helper: Receiving, storing, and issuing supplies; weighing, measuring, and mixing chemicals; feeding and caring for laboratory animals; making simple inspections of food and food products; performing routine duties in X-ray work; and in other ways assisting specialists.

Food Service Helper: Washing, cutting, peeling, dicing fruits and vegetables; unloading supplies; cleaning; mixing dough and icings, carrying and storing sides and cuts of meats; and in other ways assisting more experienced personnel.

Help students in the class formulate questions such as the following which help to focus the attention of the group on pertinent, helpful information. Make sure that each student has one or two questions to ask the speaker. Students should write the questions down, properly phrased, in order to insure precise answers. Sample questions:

- What are the advantages of enlisting as a regular in a branch of the Armed Forces?
  - What are the disadvantages?

- What are the advantages of enlisting in the National Guard over joining other branches of service?
  - What are the disadvantages of the Guard?

- What are the advantages of enlisting in the Organized Reserve?
  - What are the disadvantages of joining the Organized Reserve?

- Can one volunteer for the draft? How?
  - Are there any advantages of doing this?
  - Are there any disadvantages?

- Are occupational deferments to the draft granted?
  - For what occupations?

- What kinds of enlistment plans are available for each branch of the Armed Forces?
  - What are the advantages and disadvantages of each?
  - What is the length of service required by each?

- What are the age requirements of the service?
  - Is parental consent needed for any age group?

- What are the physical requirements for enlistment?
  - For volunteering?
  - What common types of physical defects will bar one from entry to the service?

- What are the mental requirements for entry?
  - What level of reading ability is required?
  - What level of math competency?

- Must one be a citizen to enlist or be drafted?

- What is meant by the requirement of "good moral character"?
  - Would past arrests cause one to be excluded?
    - Would conviction of a misdemeanor?
    - Would conviction of a felony?

- What are the advantages of making a career of the Armed Forces?
  - What are the disadvantages?
  - How long does one have to serve to be eligible for a pension?
  - What advantages does a service career offer to married men?
  - What disadvantages are there for married men?

- What education can a man get as a member of the Armed Forces?
  - How does one qualify for these various schools?
  - Can one finish high school in the Armed Forces? How?
  - What percentage of men without high school diplomas actually finish high school while in service?
  - What opportunities are there for vocational education in the Armed Forces?
    - For draftees?
    - For volunteers?
  - Which of the vocations can one work at as a civilian? (Gunner's mate and torpedoman have no civilian counterparts.)
  - What percentage of men enlisting in the Armed Forces are taught a vocation while in service?

- What educational benefits are available to veterans?

- What other veterans' benefits are there at the present time?

Invite personnel who are now in the Armed Services and home on leave to talk to the students. Have the students prepare a list of questions they would like the serviceman to answer. Give this list to him prior to the time he meets with the class. (See Inschool Speakers, Appendix B, p. 305.)

Check with your students to determine whether they know of persons who learned a profession or trade in the Armed Services, and who now have a business as an outgrowth of the knowledge and training received. Discuss these various instances and the advantages of their carryover of skills.

Compare as many civilian jobs as you possibly can with similar jobs in the service. Make a list on the chalkboard of civilian jobs in one column and service jobs in a second column. The knowledge gained from this activity should be interesting as well as beneficial to the students.

TEACHING MATERIALS

BOOKS

Best, Allena. *You have to go out.* New York. McKay. 1964.
This story of the United States Coast Guard is easy to read.

Best, Herbert. *Parachute.* New York. Day. 1964.
Men are taught to survive an emergency parachute jump and its aftermath in the Combat Survival Training Course at Stead Air Force Base in Nevada.

Daugherty, C. M. *Army: from civilian to soldier.* New York. Viking. 1962.
Aptitudes, education, skills, and experience are evaluated for military service.

Donovan, J. A. *The United States Marine Corps.* New York. Praeger. 1967.
Describes the history, training, organization, and traditions of the Corps.

Engle, Eloise. *Pararescue: what men dare to do.* New York. Day. 1964.
Contains exploits of U.S. Air Force pararescuers.

Evers, Alf. *Selective Service.* Philadelphia. Lippincott. 1962.
This book is a guide to the intricacies of the draft.

Hammond, C. E. *Marine Corps: from civilian to leatherneck.* New York. Viking. 1962.
This gives, in easy to read form, information about training opportunities, duties, and hardships of the Corps.

Harwood, Michael. *The students' guide to military service;* 4th ed. New York. Appleton. 1968.
This book contains information every draft-age youth should have.

Lent, H. B. *Submariner.* New York. Macmillan. 1962.
Easy reading describes the tough 8-week training course at the Navy's submarine school.

MacCloskey, Monro. *United States Air Force.* New York. Praeger. 1967.
An interesting story of the Air Force.

Robertson, Keith. *Navy: from civilian to sailor.* New York. Viking. 1962.
Questions about the Navy are answered in easy reading style.

Steele, G. P. & Gimpel, H. J. *Nuclear submarine skippers and what they do.* New York. Watts. 1962.
Life and service aboard the underwater fleet is described.

PERIODICAL, GENERAL

High School News Service Report. Department of Defense, High School News Service, Bldg. 1-8, Great Lakes, Ill. 60088. Monthly. Free.
This publication furnishes students with specific information about current personnel programs of the U.S. Armed Forces.

PAMPHLETS

Department of the Army, The Adjutant General, The Pentagon, Washington, D.C. 20310.
Army occupations and you.

Department of the Navy. Local Navy recruiting office.
U.S. Navy occupational handbook.
Life in the U.S. Navy.

United States Coast Guard, Commandant, 1300 E St., NW, Washington, D.C. 20591.
United States Coast Guard - a career service.

United States Department of the Air Force, Headquarters, The Pentagon, Washington, D.C. 20330.
U.S. Air Force occupational handbook for airmen of the United States Air Force.

United States Marine Corps, Headquarters, Commandant of the Marine Corps, Washington, D.C. 20380.
What the Marine Corps offers you.

SECTION XXIX - JOB OPPORTUNITIES IN LOCAL INDUSTRIES

GENERAL TOPIC

What jobs are available in industry?

TEACHING OBJECTIVES

- To develop familiarity with the nature and benefits of industrial employment
- To acquire information concerning the types of industrial jobs available in the community
- To learn about the types of industrial jobs available in other areas
- To develop a general understanding of occupational fields requiring less than college preparation
- To develop the ability to critically evaluate vocational aspirations against opportunities, achievements, abilities, and personal characteristics
- To develop an understanding of various training opportunities available and the need for a positive attitude toward a continuing educational program in a rapidly changing technological society

STUDENT UNDERSTANDINGS

- The center can provide job information.
- Training and education are the keys to better employment.
- Different areas offer different job opportunities.
- Unions, industries, and employment agencies distribute job information.

CONTENT

- What kinds of jobs are available in certain occupational areas?
- What variety of jobs are available in local industrial complexes?
- What are some of the nonwage benefits of employment?
- Are job openings in certain occupational areas increasing?
- Are some occupations growing extinct?

TEACHING METHODOLOGY

Request informational pamphlet material dealing with job opportunities from large area companies. Discuss these brochures in small interest groups. As a followup, invite a company representative to talk to students and to provide further information. Request the loan of any slides or movies which discuss company benefits. (See Appendix B, Inschool Speakers, p. 305; Appendix C, Audiovisual Aids, p. 308.)

Provide adequate time for students to read pamphlet materials and to develop questions in the areas of employee safety, health, and safety rules, good housekeeping, time cards and clocks, absenteeism and how to report such, group hospitalization and life insurance, vacation policy, attendance bonuses, uniforms, payroll incentive programs, night shift premiums, bonus awards for employees' suggestions, profit sharing plans, retirement funds, loans and withdrawals, rate of pay and increases. Do not assume that the student can absorb the details of a company handbook without a great deal of detailed teacher-led discussion.

Discuss nonwage benefits in simple language so that the student may translate these advantages into a money equivalent. Ask these questions:

- How much does a health insurance plan cost the individual policyholder?
- How much do the uniforms provided by the company cost? Does the furnishing of uniforms also represent a saving in the worker's wardrobe costs?
- How much is the attention of an on-the-job nurse or physician worth?

- How do group life insurance plans compare in cost to single plans?

Set up a tour of an industrial establishment (see Field Trip, Appendix B, p. 307) to allow students to observe certain types of job and working conditions. Ask personnel men to discuss the value of an education, the expectations of the employer, and proper conduct during an interview. As a followup, ask students to comment on the value of the experience.

Discuss the kinds of jobs available in specific areas in the State. For example, a listing taken from Nassau and Suffolk counties provides the names of the following:

- Arma Corporation
- Airborne Instrument Corporation
- Fairchild Camera
- Grumman Aircraft Engineering Corporation
- Kollsman Instrument Company
- Republic Aviation Corporation
- Sperry Gyroscope Corporation

Discuss the possibility of a student's moving to an area where employment may be more desirable or plentiful. Caution him concerning expenses involved, but also enlighten him concerning the policy of major companies and areas toward immigrating workers.

Discuss the benefits which accrue to communities to which workers are immigrating. A hundred new factory workers will bring to an area:

- 359 more people
- 100 more households
- $[illegible] more personal income per year
- 97 more passenger cars registered
- 3 more retail establishments
- 65 more employed in nonmanufacturing
- $397,200 more retail sales per year
- $284,800 more bank deposits
- 88 new homes

Ask students to report to the class about jobs they have been working on, how they acquired them, and what skills were necessary. Poll the class to determine what categories of occupations their parents, relatives, or friends are engaged in.

Discuss possibilities for learning and advancement in various jobs. Try to have students project where certain occupations will lead in 10 years. Some may be dead-end jobs, offering no advancement possibilities.

Have students learn about other sources of occupational information: vocational files in the library and vocational information in the guidance office. Assign students to report back to the class on these sources of information. (See Appendix C, Group or Individual Reports, p. 308.)

Contact guidance counselors, industrial arts, vocational, and technical teachers at the local high school to discuss occupations with the class. (See Appendix B, Inschool Speakers, p. 305.) These speakers should include information about such questions as:

- What occupations are much in demand?
- What qualifications and training are necessary in order to enter these occupations?
- What are the advantages and disadvantages of each of these occupations?

Contact the New York State Employment Service for personnel to talk to the class about the services offered by this organization to those seeking employment. (See Appendix B, Inschool Speakers, p. 305.)

Ask students who are center graduates and who are working in various industries to report to the class about their jobs, how they were acquired, and the advantages and disadvantages of their work. (See Inschool Speakers, Appendix B, p. 305.)

Have students write for company brochures regarding opportunities, working conditions, and jobs available.

Have students contact the New York State Employment Service for job information.

Have students contact the large banks in the area for information regarding trends, number of people employed, growth in population.

Have students contact various union headquarters for information regarding apprentice training, job openings, training programs, or invite a representative to speak to the class with this information. (See Appendix B, Inschool Speakers, p. 305.)

SECTION XXX - JOB OPPORTUNITIES IN THE BUILDING TRADES

GENERAL TOPIC

What skills and technical knowledge are required in the building trades?

TEACHING OBJECTIVES

- To provide information concerning apprenticeship programs in various craft unions
- To help students be aware of on-the-job training possibilities
- To help students learn about the various craftsmen involved in the building trades, such as plumber, electrician, roofer, and bricklayer
- To inform students about apprenticeship training programs and on-the-job training opportunities
- To learn about new methods and new materials used in modern construction work

STUDENT UNDERSTANDINGS

- To become a skilled craftsman often requires a 3 or 4 year training period.
- There are certain exacting physical requirements for men in the building trades, such as a good sense of balance, a lack of fear of high places, and resistance to a variety of weather conditions.
- Young men who obtain all-around training of the kind given in apprenticeship programs have especially favorable long-range job prospects.

CONTENT

- How may a student become qualified to enter the building trades?
- What are the benefits associated with the various building trades?
- How may a student determine if he is suited for a particular job in the building trades?
- Will there be continued need for construction workers in the future?
- What are some of the varieties of construction work? (private housing, public housing, bridges, roads and highways, space vehicles)
- How does a student go about getting the required training? What schools are available?

TEACHING METHODOLOGY

After exploring the variety of occupations in the building trades and compiling data related to individual occupations (see Appendix A, File Folders, p. [illegible]), invite several local contractors to speak to the class. Ask them to cover topics related to the qualifications for entrants, length of apprenticeship, pay, fringe benefits, and opportunities for advancement in such crafts as plumbing, carpentry, masonry, and sheet metal working. Using the chalkboard, prepare a comparison chart which may be used for later class discussion.

STUDENT INFORMATION SHEET

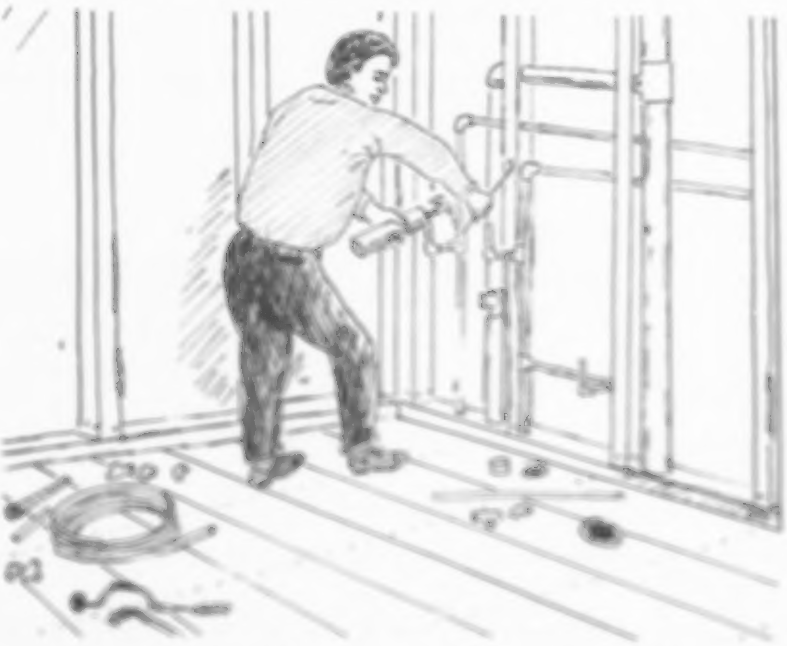
Trade	Length of Apprenticeship	Starting Salary	Qualifications	Fringe Benefits
Carpenter				
Electrician				
Mason				
Pipefitter				
Plumber				
Sheet Metal Worker				

Group the students according to vocational interests, and allow them time to do research into the following aspects of various trades.

- Local employment trends
- Employment trends elsewhere
- Length of apprenticeship
- Pay
- Fringe benefits
- Seasonal employment
- Possibilities of self-employment

Have students write to companies advertising in such magazines as *American Home*, *House Beautiful*, *Better Homes and Gardens* and request printed material regarding all sorts of new building supplies. Ask them to arrange the materials in a coordinated bulletin board display.

Have students write to companies advertising in construction magazines and request samples and pamphlet materials. Ask them to set up table displays and to familiarize themselves with the trade names of various new products.



After a 3-or 4-year training period, young men entering the apprenticeship program of the building trades have especially favorable long-range employment and earnings prospects.

Discuss fringe benefits in class and stress the fact that such items have an actual cash value. Assign a group of students to do research into the cost of such items as group health insurance and safety equipment. After some class discussion, invite resource people from insurance firms and the State workmen's compensation board to provide more detailed information. Prepare a suggestive question outline for the speaker similar to the following:

- What kind of protection does a worker in the building trades require?
- If a man is out of work 3 weeks for an injury, what could this cost him?
- What types of protection do reputable firms carry?

Arrange for field trips to various construction jobs in the immediate area. After the site has been chosen, set up a group of preliminary research questions for which several students may endeavor to find answers. (See Appendix B, Field Trips, p. 307.) Sample questions:

- For whom is the building being constructed?
- Who is the architect?
- Who are the builders?
- What firms are doing the subcontracting? Are they local?
- What is the estimated cost of construction?

Select a set of building plans from a magazine and reproduce on a transparency for use on an overhead projector. Ask the mechanical drawing teacher to act as consultant to aid the class in learning to read the plans and to recognize the kinds of skills needed in its construction. After some discussion, invite a contractor to a class session and ask him to discuss costs involved in building this previously studied structure.

Ask students to construct charts comparing their qualifications with the qualifications required by an apprenticeship program in which they wish to participate. They should place these in their file folders.

Invite individuals who are participating in apprenticeship programs to speak to the class. Before they arrive, however, discuss the types of programs in which they are involved and suggest that the students use 3 x 5 cards to write out questions to be answered during the discussion.

Have a group of students do research into area vocational education and set up bulletin board displays showing the names, locations, and requirements for various private and public technical schools. Have them post any materials presenting programs at State or Federal schools.

Write for information concerning construction jobs under Civil Service. Ditto copies so that each student may study job qualifications at his leisure.

Plan several assignments for students who will study the work of individual master craftsmen by the out-of-school interview method. (See Appendix B, p. 305.) They may also do photo essays (see Appendix A, Use of Still Prints and Slides, and Use of Student Developed Movies, p. 303) or develop movie sequences which illustrate the duties of each man studied. These may be used as part of inclass discussion.

TEACHING MATERIALS

PAMPHLETS

New York Commission Against Discrimination, 270 Broadway, New York, N.Y. 10007.
Apprentices, skilled craftsmen, and the Negro.

Science Research Associates, 259 E. Erie St., Chicago, Ill. 60611.
Study your way through school.

United States Department of Labor, Office of Manpower, Automation, and Training, Washington, D.C. 20210.
Young workers: their special training needs.
Training disadvantaged groups under the Manpower Development and Training Act.

United States Department of Labor, Office of Manpower, Bureau of Apprenticeship and Training, Washington, D.C. 20210.
The national apprenticeship program.

CURRICULUM FOR CULTURAL REALIZATION
AND DEVELOPMENT OF
AN ADEQUATE SELF-CONCEPT

PAGE

INTRODUCTION 257

SECTION I - THE STUDENT AS A QUESTIONING INDIVIDUAL. 258

This section aids the individual in making an evaluation of his attitudes toward his family, his friends, his colleagues, and himself.

Part A - Student Self-Evaluation
  - Student self-evaluation checksheet
  - Scoring procedures
Part B - Student Analysis of Success
  - Characteristics of success
  - Personal data checksheet
  - Student success characteristic inventory

PAGE

SECTION II - THE STUDENT AS A DEVELOPING INDIVIDUAL. 268

This section stresses the importance of each person's efforts to the larger society.

Part A - Student Realization of the Importance of Self
  - The importance of the individual
  - Conformity to group standards
  - The impact of minority cultures upon society
Part B - Student Realization of the Importance of Social Interaction
  - The student interacting in the home
  - The student as a member of the community
  - Recreational and cultural opportunities
  - Participation in community affairs

INTRODUCTION

One of the primary objectives of the education of out-of-school youth should be the development of positive attitudes toward self, family, associates, and society in general. To achieve this objective, an understanding of society and its culture is essential. This segment of the total curriculum is designed to help the student explore and understand himself and society.

Through the processes outlined here, the student may get an objective view of himself as he really exists. Perhaps for the first time, he may realize his potential for future development. He becomes aware of the importance of good human relations with associates, friends, and family. Finally, he will become aware of some of the accomplishments of the society in which he lives and begin to make positive contributions to it.

This segment of the curriculum has two major sections: The Student as a Questioning Individual and The Student as a Developing Individual.

The first section is designed to help each student analyze his present self-concept, his attitudes towards others, and his life-time goals. The activities in this unit require the student to take inventory of his feelings toward himself and others, and to concretely determine what his goals are. During this unit each student must be candid with himself and the teacher in order for the activities to be most effective. Two different individual teacher-student conferences should be held in order for the teacher to increase his contact with the students. This contact will increase his knowledge of the areas of difficulty facing each student. When a student's self-concept and attitudes toward others are developed into communicable form, the teacher can then construct an individualized plan with each student which will allow the student to proceed toward a realistic achievement of his goals. This procedure should require 1/3 to 1/4 of the time allotted for this curriculum.

The second section involves activities designed to increase the student's awareness of his individual importance,followed by projects designed to encourage him to broaden his scope of participation within the community. The importance of this section and the diversity of activities which might be utilized in its development require 2/3 to 3/4 of the time allotted to this curriculum.

This second section has three aspects. In the first,the intent is to increase the student's acceptance of himself and others by illustrating the worth of the individual and the unique contributions made to this country by minority groups. Students should be encouraged to contribute to the class materials and information concerning their specific minority backgrounds. Those students lacking pride in their minority group should be assigned activities which will reveal to them the richness of that group's contributions to the national culture.

Students with little self-confidence should receive special attention early in this unit. Assignments providing opportunities to perform well should be planned, thereby allowing the students to receive teacher and peer acclaim.

The second aspect of this section is intended to heighten the students' awareness of their responsibilities as interacting members of society. Close cooperation is needed between the teacher of this unit and those teaching the Health and the Occupational Orientation sections, since the intent of this material is to reinforce or introduce similar topics.

The third aspect of this section is intended to extend the experience horizons of each student beyond the restricted environment of his immediate neighborhood. The teacher should utilize every opportunity to promote active student participation in activities for which they display an interest. The wider the range of interests exhibited by the teacher the more likely it will be for students to become interested.

This area of study has the greatest potential for effecting a real change in each student's attitude, but the permanence of the change will be proportional to the amount of personal time the teacher is willing to contribute.

SECTION I - THE STUDENT AS A QUESTIONING INDIVIDUAL

PART A - STUDENT SELF-EVALUATION

GENERAL TOPIC

How does the entering student view himself and those who share his surroundings?

TEACHING OBJECTIVES

- To aid in self-identification
- To aid the development of realistic self-concepts
- To have each student survey his attitudes toward other students, neighbors, and members of his family
- To develop an awareness of existent attitudes toward others
- To encourage the student to analyze the basis for his attitudes

STUDENT UNDERSTANDINGS

- People must become aware of their personal attitudes toward themselves and others before they can evaluate the success of their personal relationships.
- A person's self-concept has an impact upon his entire outlook toward life.
- Socially rewarding attitudes can be developed only through the efforts of individuals.

CONTENT

- How should a student identify his own attitudes toward himself?
- In what ways can the student improve his self-image?
- How can a student evaluate his attitudes toward others?
- How can one develop more rational attitudes toward others?
- What attitude changes can lead to a fuller attainment of the student's goals?

TEACHING METHODOLOGY

After completion of basic orientation, class registration, and scheduling, present each student with a copy of the Student Self-Evaluation Checksheet on the next page.

- Explain the intent of the checksheet as an indicator of the student's present attitudes.
- Emphasize the fact that answers will not be graded.
- Explain the diagnostic nature of the checksheet and its use to the teacher as an evaluation aid.
- Stress the confidential nature of each person's answers.

Upon completion of the checksheet, start the class investigating the characteristics of so-called successful people.

As the students work independently or in small groups on the analyses of successful people, arrange a class schedule which provides for private student-teacher conferences with each member of the class.

- Utilize the student's checksheet as a basis for the discussions.
- Direct attention to those answers over which the student appears to have some reservations.
- Allow him to discuss any area which he feels needs explanation.
- Comment on answers which vary from the intent of the program, but be careful to exhibit a questioning, rather than a censoring, attitude.
- Do not discuss strong feelings of the student which are opposed to the goals of the program. Wait until student-teacher rapport is better developed.
- Identify the student's present attitudes and then plan a program which may aid him in changing to more personally rewarding viewpoints.

STUDENT INFORMATION SHEET

STUDENT SELF-EVALUATION CHECKSHEET

Answer each of the following questions by checking the appropriate *yes* or *no* space. Base your answer on your feelings most of the time.

Part 1: Attitude Toward Self

Yes No

1. I like myself just as I am. ___ ___
2. I like myself, but I wish I could make a few changes. ___ ___
3. I dislike everything about myself. ___ ___
4. Most people like me because I act natural. ___ ___
5. I try to be like everyone else. ___ ___
6. I want only to be myself. ___ ___
7. I am afraid to express myself. ___ ___
8. I enjoy being outstanding in a crowd. ___ ___
9. I prefer my life to that of my friends. ___ ___
10. I usually know what I want to accomplish. ___ ___
11. I can usually make myself complete any job I have started. ___ ___
12. I fear new experiences because I am unsure of what is expected of me. ___ ___
13. I lose my temper quickly when I am treated as an inferior. ___ ___
14. I am often disappointed in myself. ___ ___
15. I wish I could change my physical appearance. ___ ___

Part 2: Attitude Toward Family

1. Everybody in our family can take care of himself and watches out for himself. ___ ___
2. Other parents seem to like their children better than mine like me. ___ ___
3. My mother is always willing to help me out of trouble. ___ ___
4. I am usually willing to share my possessions with my family. ___ ___
5. When someone in my family gets angry, he takes it out on the rest of us. ___ ___

Part 3: Attitude Toward Friends

1. I prefer to spend my free time with a group rather than alone. ___ ___
2. I think a real friend will not tell on you even though he gets blamed for what you do. ___ ___

Yes No

3. I keep quiet even when I disagree with the group's opinion. ___ ___
4. I stop liking a friend if he lets me down more than once. ___ ___
5. I would rather be a follower in a group than a leader. ___ ___

Part 4: Attitude Toward Employers

1. I only work hard enough to keep from getting fired. ___ ___
2. Most employers would not promote me to a better job because they dislike my minority group. ___ ___
3. I work hard at a job even though I may not be well paid because I like doing good work. ___ ___
4. On my last job my employer was a fair man and kept his promises. ___ ___
5. I dislike employers because they pay employees as little as possible and keep all the profits. ___ ___

Part 5: Attitude Toward Strangers

1. Everybody should be willing to help another person. ___ ___
2. If a stranger gets in trouble, it's up to his own friends to get him out. ___ ___
3. The only way we can help most people is by giving them money. ___ ___
4. Most strangers would refuse to help me if I got into trouble. ___ ___
5. People who are very friendly usually want something. ___ ___

Part 6: Attitude Toward Education

1. Education is required by the establishment but seldom helps in real life. ___ ___
2. I work hard on my schoolwork, but the effort never shows. ___ ___
3. Most teachers are only interested in how you say something, not in what you say. ___ ___
4. The best way to enjoy a class is to get the teacher talking about something else. ___ ___
5. Most teachers are concerned with how all of their students progress, not just a few. ___ ___

Consult the following checklist key to determine the areas which require change.

TEACHER CHECKLIST KEY

1. Self-Concept

A. Determine the student's positive self-concept score by counting the number of *yes* answers he has for the following questions.

Part	Question Number	Positive Self-Concept Score
1	1,2,4,6,8,9,10,11,13	12 or over = positive self-concept
2	1,4	8-12 = neutral self-concept
3	4	less than 8 = negative self-concept
4	1,3,4	
5	1	
6	4	

B. Determine the student's negative self-concept score by counting the number of *yes* answers he has for the following questions.

Part	Question Number	Neutral Self-Concept Score
1	3,5,7,12,14,15	12 or over = negative self-concept
2	2	8-12 = undetermined self-concept
3	1,3,5	
4	2	less than 8 = positive self-concept
5	3,4,5	
6	1,2,3	

Students whose scores indicate a negative self-concept on both scales are in need of special help by the teacher. Other students who do not score positively on both tests are also in need of help. For these students arrange situations which promote the students' individual worth. For example:

- More individual attention during classwork sessions.
- In group work, assign tasks which students can do well to restore their confidence in their ability and to enhance their peer status.
- Allow them to instruct the group on a subject in which they have special competence. Student-teacher cooperation preceding the presentation will improve its quality and encourage the student.
- Class displays of student's work on hobbies can be used to reinforce the student's awareness of his ability to do good work.
- If a problem of racial origin adds to the defeatist attitude, emphasize the contributions of this student's group during the study of contributions made by minorities.

2. Social Interaction Confidence

A. Find the amount of social confidence a student possesses by counting the number of *yes* answers he has for the following questions and determining his scores.

Part	Question Number	Positive Social Confidence Scale
1	1,2,4,6,8,9,13	10 or over = positive social confidence
2	1,3,4	
3	1,2	6-10 = neutral social confidence
4	1,4	
5	1	less than 6 = negative social confidence
6	4,5	

B. Determine the amount of negative social confidence a student possesses by counting the number of *yes* answers he has for the following questions and find his score on the scale.

Part	Question Number	Negative Social Confidence Scale
1	3,5,7,12,14,15	10 or over = negative social confidence
2	2,5	
3	3,4,5	6-10 = neutral social confidence
4	2,5	
5	2,3,4,5	less than 6 = positive social confidence
6	1,2,3	

Students who score negatively on both scales or who are not strongly positive on both scales should be encouraged to participate in activities which increase their social abilities. For example:

- Group work, discussion groups, and role playing provide opportunities for developing the ability to work with others easily.
- Select the less-confident students to take part in these activities whenever possible.
- Be sure these situations do not threaten the student by assigning him to work with a much more able group of students.

- Encourage successful student-teacher and student-student relationships during these activities.

- Being dependent upon others in group work, especially before class relations are developed, provides an opportunity for the student to dispel his fear of strangers.

- Use student interviews of community resource persons to aid in developing confidence when making social contacts.

Team less-confident students with those who are more friendly and outgoing. If possible, choose two friends to avoid any initial awkwardness.

COURSE ACTIVITY KEY TO STUDENT CHECKLIST

Many of the questions included in the checksheet are designed to initiate thought concerning student attitudes. Content areas of this course will provide student involvement in activities designed to enrich their backgrounds of experience and knowledge upon which they determine their attitudes.

The following list relates the questions of the checksheet to the appropriate sections of the course outline. Use student answers as a guide to selection of pertinent individual or small group activities from each content area to fit the needs of each student.

COURSE OUTLINE	PERTINENT SECTIONS OF CHECKSHEET	
	Part	Question Numbers
The Student as a Developing Individual		
1. Student's Concept of Self	all	all
2. Student Evaluation of Local Successful People	1	3,5,7,12,14,15
	3	3
	4	1,2
	5	2,3,4,5
	6	1,2,3,4
Yes answers indicate a need to improve the student's personal attitudes. Select class activities in which the student can gain class approval; for example, class presentations and committee leadership.		
3. Student Study of Leadership	1	3,5,7,12,14,15
	3	1,3,5
	6	1,2,3
Yes answers to these questions indicate areas where the student needs support to build confidence.		
4. Student Realization of Self-Importance	1	3,5,7,12,14,15
	2	2
	3	1,3,4,5
	4	2,5
	5	3,4,5
	6	1,2,3
Students who answer *yes* to these questions normally have a poor self-concept. (See the self-concept explanation section for details.)		
5. Student Program to Achieve Personal Success	1	3,5,7,12,13,14,15
	3	2,3
	4	1,2,5
	6	1,2,3,4
Yes answers to these questions indicate areas which need confidence development, attitude change, and careful planning to achieve student goals.		
The Student as a Socially Interacting Member of the Community		
6. On the Job	1	12,13,14
	2	3
	3	2
	4	1,2,5
	6	1
7. In the Home Pleasant home life	1	7,13,15
	2	1,2,5
8. In the Community Beneficial social involvement	1	7,12,13
	3	2
	5	2,3,4,5

PART B - STUDENT ANALYSIS OF SUCCESS

Note: Start this unit immediately after the administration of the Student Self-Evaluation Checksheet. Once the students have reached the section in the unit allowing individual work, the individual conferences required by the Checksheet may be conducted.

GENERAL TOPIC

What is personal success, and how may each student achieve his defined success goal?

TEACHING OBJECTIVES

- To aid in formulating definitions of personal success
- To provide investigation of the attitudes and activities of members of the community whom the students consider successful
- To promote an awareness of the characteristic attitudes and behaviors which may result in the achievement of personal success.
- To encourage students to analyze characteristic attitudes and behaviors
- To aid in the development of plans by which each student may attempt to achieve his concept of success

STUDENT UNDERSTANDINGS

- Personal success is often the result of a combination of individually developed attitudes and behaviors.
- Students may develop certain attitudes and behavioral patterns which aid in achieving success.
- Successful community leaders often exhibit attitudes and behaviors similar to those exhibited by a majority of their community group.
- Community leaders often take the time to develop those attitudes and behaviors necessary to achieve personal success.

CONTENT

- What is personal success?
- What characteristic attitudes and behaviors do successful people exhibit?
- How can students develop some of these appropriate attitudes and behavior patterns?
- How should each student select the attitudes and behaviors which will aid in achieving his own idea of personal success?
- What attitudes and behavior patterns do community leaders possess which are different from those of others?
- Are leaders chosen because of personal success?

TEACHING METHODOLOGY

Every individual's idea of personal success changes as he nears the goal he wishes. This could mean a change in goals and a widening of achievement.

- Prepare a bulletin board illustrating the symbols which indicate success to most people. Use advertisements for cars, clothing, home furnishings, etc., from a variety of magazines, such as *Life*, *Ebony*, *Saturday Review*, *Esquire*, *Argosy*, *Better Homes and Gardens*, etc.
- Make illustrated cards captioned, "Would this type of furniture indicate the owner is a success?" or "Would you wear this type of clothing if you were a success?" to initiate student thought about what success is and how it is demonstrated. Discuss ideas about conspicuous spending.
- Use articles about successful people collected from local and national ethnic newspapers and magazines for a display emphasizing different types of success. For example, one person might be considered very successful since he has a good trash collection business and owns his own trucks; whereas, a second person might be considered successful since his shop suggestions have earned him several bonuses.

Begin the unit by aiding the class in compiling a list of individuals on international, national, and regional levels whom students consider successful.

- Appoint a recorder to write the names of the people chosen on the chalkboard and categorize them under their proper classification.

- Ditto a list of characteristics indicative of success ready for distribution to the class.

STUDENT CHECKSHEET

CHARACTERISTICS OF SUCCESS

Category (check one)

Your name ______________________ International ____

National ____

Name of successful person ______________ Regional ____

		Possesses Characteristic	
Characteristics (check the appropriate line)	Yes	Don't know	No
1. Makes a lot of money	___	___	___
2. Is friendly to all people	___	___	___
3. Is willing to help others	___	___	___
4. Is socially self-confident	___	___	___
5. Is the idol of a specific age or sex group	___	___	___
6. Protects the rights of others	___	___	___
7. Enjoys being with people	___	___	___
8. Sponsors activities which require his time and/or money	___	___	___
9. Is willing to sacrifice to achieve what he wants	___	___	___
10. Owns a big car	___	___	___
11. Owns an expensive house	___	___	___
12. Identifies publicly with his racial, national, or religious group	___	___	___
13. Has a large, expensive wardrobe	___	___	___
14. Is proud of his family	___	___	___
15. Is confident of his ability to do his job	___	___	___
16. Has other outstanding characteristics	___	___	___

- Appoint three students to pass out three checksheets to each student.

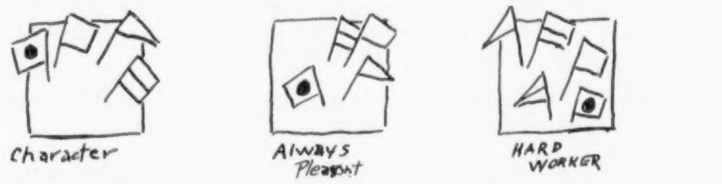
- Instruct the students to complete one checksheet each for three persons chosen from different categories of the class list.

- Allow appropriate time for the completion of these forms.

- Ask three students to collect the completed forms; assign each a specific category to collect.

- If desired, have these same students group the forms they collect by the names of the individuals selected. Refer to these forms in the following section.

- Set up a large-sized, paper model of the checksheet on the chalkboard tray, or use an overhead projector transparency of the checksheet to illustrate the number of characteristics attributed to one successful person by members of the class.



Using colored flags or pins, tally on the paper model the variety of traits attributed to the successful persons mentioned. Use colored pens on the overhead projector transparency.

- Set up a summary of traits for inclass discussion.

- Note those characteristics mentioned with most frequency as belonging to the successful people, and discuss any other suggestions characterizing success that students have listed under the other category. Hopefully, this may lead to a broader understanding of the various concepts of success.

After establishing some basic understandings of the characteristics society generally associates with success, suggest certain biographies from the library or from a classroom collection. (See Teaching Materials.) Allow the students to select the stories they wish to read and to complete a success checksheet for the subject of the biographical study. Allow approximately 1 week.

- While students are engaged in independent reading, conduct the individual conferences required for the most effective use of the Student Self-Evaluation Checksheet completed during the first or second day of class.

- When individual conferences are completed, show the film *Let's Discuss It* which presents a variety of methods for group discussion. (See Appendix A, Use of Commercial Films, p. 301.)

- Discuss its contents to establish firmly the patterns of class discussion which will be used during the year.

- Ask the class to plan the discussion of the individuals they have selected from their reading as the most successful.

- Reemphasize the basic characteristics for success which reappear during this discussion.

Study a group of locally successful people to increase the students' awareness of the characteristics of success. Obtain information needed for this study by requesting resource people to provide biographies of themselves during speaking engagements or through student team interviews conducted at the individual's place of employment. Suggest that each student also complete a checklist for each of these people.

Inform guest speakers early concerning the day, time, and place of the talk, the scope of the topic, and the age, interests, and educational level of the students. (See Appendix B, Inschool Speakers, p. 305.) Sample selections:

- Local businessmen who have marketed their own products

- Local authors, newspapermen, and editors

- Local artists
  - Arrange the details for the first speaker as a class project to illustrate the proper techniques for such an activity.
  - Ask that these speakers give examples of the opportunities which still exist for those who are innovative and confident.
  - Contact such organizations as Rotary, Kiwanis, Lions Clubs, and the Chamber of Commerce for lists of available speakers. Include successful men who are employed as garage mechanics, lab technicians, union workers, and community volunteers.

- Some of the people selected by the students may be unable to act as guest speakers but may be willing to provide information for student interview teams. (See Appendix B, Out-of-School Interviews, p. 305.)

- The interviewers should complete success checksheets for each person interviewed, as well as obtaining other information valuable in determining characteristics of success.

- Ask the interviewer to complete the following Personal Data Checksheet which can provide information on the diversity of attitudes toward concepts of success and achievement.

STUDENT INFORMATION SHEET

PERSONAL DATA CHECKSHEET

Answer the following questions by checking *yes* or *no* in the appropriate space. The information contributed will be used to help students in determining the types of characteristic attitudes possessed by various successful people.

Question	Answer Yes	 No
1. I am generally satisfied with myself.	___	___
2. I am pleased with my life.	___	___
3. I still have goals I want to reach.	___	___
4. I enjoy my work.	___	___
5. I enjoy exchanging opinions with others.	___	___
6. I usually try to act like myself in a group.	___	___
7. I enjoy new experiences.	___	___
8. My family has always been willing to help me.	___	___
9. My family has few close ties.	___	___
10. I enjoy being with people.	___	___
11. I enjoy spending time by myself.	___	___
12. I like doing my job well.	___	___
13. My employees/employer always show(s) fairness in business transactions.		
14. People should always try to help each other.	___	___
15. The only way one person can aid others is with money.	___	___
16. Education is a valuable aid to getting a better job.	___	___
17. Hard work is usually rewarded.	___	___

- Ask the student interviewer(s) to include a description of the interviewee's apparent self-concepts in his class report.
  - Students should be able to make generalizations from the answers recorded on the Personal Data Checksheet.
  - The teacher should provide aid in making interpretations.

After some awareness is developed of the characteristics apparently associated with success in others, ask the students to make a survey to determine which characteristics they possess and the amount of each. Begin this by administering the Student Success Characteristic Inventory.

STUDENT INFORMATION SHEET

STUDENT SUCCESS CHARACTERISTIC INVENTORY

The purpose of this inventory is to determine the types of characteristics you may have which will aid in the development of the characteristics of success. The following statements represent the various characteristics associated with success. Record your answers by checking the line *at any point* which you feel indicates the position you now occupy.

	Scale		
Characteristic	I have this characteristic	This characteristic needs development	I lack this characteristic
1. To make money			
2. To own a good car			
3. To live in a nice house			
4. To live in a nice neighborhood			
5. To have nice clothes			
6. To work at the job I want			
7. To enjoy my job			
8. To be proud of my family			
9. To be proud of my background (or minority group)			
10. To like people from all groups in society			
11. To enjoy the company of others			
12. To willingly help those in need			
13. To willingly donate time and money to worthwhile activities			
14. To feel confident in a crowd			
15. To be idolized by a group			
16. To sacrifice during the present to achieve a future goal			
17. To go against society rather than to lose my self-respect			

Analyze the inventory results with the class.

Develop a realization of the hierarchy of characteristics, the attainment of which is necessary in order to achieve success.

Key for Teachers: Hierarchy of Success Characteristics

Level 1 - Basic characteristics

Level 2 - Characteristics which develop from those of Level 1

Level 3 - Characteristics which, when attained, are viewed as indicators of success. (They develop from Level 1 and Level 2 characteristics.)

By level, the characteristics of the inventory are:

- Level 1 #8,9,16. These characteristics are basic and *must* be developed before other levels can be fully attained.

- Level 2 #1,6,11,14. These characteristics may overlap those of Level 1 in development at the beginning and those of Level 3 later, as success is more closely achieved.

- Level 3 #2,3,4,5,7,10,12,13,15,17. These characteristics are difficult to achieve unless those of the first two levels have been carefully developed.

Group these characteristics into the two major areas of concern described below, and indicate which program content areas will aid the students in attaining their goals.

Vocational success

- The attainment of a good and rewarding job often depends upon the amount of education and training a person possesses. The Vocational Orientation section of this program, in cooperation with the Computation and Communications segments, is designed to provide the basic information needed to begin the climb toward the Level 3 characteristics. The characteristics from the Inventory involved in this topic are:
  - Level 1 #16
  - Level 2 #1,6
  - Level 3 #2,3,4,5,7,13

The basic Level 1 characteristic (a willingness to make sacrifices now for possible future benefits) should be noted, since the students are often returning to repugnant situations in an effort to better themselves.

Self-confidence and pride

- The development and reinforcement of pride in one's family and minority group is the second area of concern in attaining success and a major concern of the Self-Realization segment of the program. Basic to this study is the development of a positive self-concept. Give constant consideration to the promotion of activities which reinforce positive student attitudes. The Inventory characteristics involved with this aspect of study are:
  - Level 1 # 8,9
  - Level 2 # 11,14
  - Level 3 # 10,12,13,15,17

Arrange individual conferences to set up individualized programs designed to develop the desired success characteristics.

- Use the completed Inventory to assess the present position of each student.

- Consider the self-concept results of each student's checklist to determine what impact it might have upon the scope of his plans for success.

- Refer to the hierarchy given to insure the correct order of needed development.

Determine the students' concepts of leadership and the criteria by which they make judgments.

- Begin this study by showing a film such as *The Head Men* which compares men of authority from different parts of the world.

- Discuss the film's content after its showing, and emphasize the common characteristics of leadership.

- Ask each student to write out the name of a local individual whom he considers a leader and list as many reasons as possible for his choice.

- Arrange a class discussion to allow each student to present his choice and explain his reasoning.

- During the discussion, remind the students of the characteristics of success and the self-concept considerations which might apply.

- In addition, prepare a list for student discussion of leadership characteristics separate from those of success. Suggest from this list leadership characteristics not mentioned by the students as success characteristics, such as:
  - Likes to be responsible for getting something done
  - Enjoys leading a group even though it may lessen personal popularity
  - Finds it difficult to accept the idea that others can do a specific job without instruction
  - Enjoys the feeling of teamwork which has developed under his guidance

- Appoint a class recorder to make a list of the characteristics mentioned by more than one student.

- Request the recorder to list the characteristics indicated more than once on the chalkboard or overhead projector transparency.

- Pass out copies of the Success Characteristics Inventory and the Personal Checksheet and have the students compare their list of characteristics with those on the two dittoed sheets. During this time the teacher should try to:

- Develop the students' awareness of the close tie between a positive self-concept and apparent achievement of success with selection as a leader.
- Emphasize the possibilities of attaining personal success without the need to be acclaimed as a leader by a group. This emphasis might include a class discussion of the need for democratic teamwork rather than externally imposed leadership. If desired, show the film *Developing Leadership* which illustrates the shifting of the leadership role among various individuals within a democratic group.

TEACHING MATERIALS

BOOKS

Adams, R. G. *Great Negroes past and present.* Chicago. Afro-American. 1964.
Brief biographical sketches of Negroes from all parts of the world and all periods of history.

Bamman, Henry & others. *Adventures with world heroes.* Westchester, Ill. Benefic. 1969.
Short biographical sketches of world leaders.

Bamman, Henry & Whitehead, Robert. *Adventures with American heroes.* Westchester, Ill. Benefic. 1968.
Short biographical sketches of American heroes. (A teacher's guide by D. B. Moore is available to accompany this book.)

Bennett, R. A., ed. *Mirrors.* Englewood Cliffs, N.J. Scholastic. 1960.
Considers teenager's need for self-acceptance, self-appraisal, and understanding of others.

Blassingame, Wyatt & Glendenning, Richard. *The frontier doctors.* Englewood Cliffs, N.J. Scholastic. 1966.
Nine true sketches of frontier medics.

Devaney, John. *Bart Starr.* Englewood Cliffs, N.J. Scholastic. 1967.
The life story of the famous Green Bay Packer quarterback.

Dunning, Stephen & Burton, Dwight, eds. *Courage.* Englewood Cliffs, N.J. Scholastic. 1960.
Probes "the many faces of courage" necessary for life.

Gross, Milton. *Victory over myself.* Englewood Cliffs, N.J. Scholastic. 1963.
Boxer Floyd Patterson's personal revelations of forces which shaped his life.

Hagedorn, Herman. *Eleven who dared.* Englewood Cliffs, N.J. Scholastic. 1967.
Biographies of famous men and women who "dared" --- and changed the world.

McDonald, Tommy. *They pay me to catch footballs!* Englewood Cliffs, N.J. Scholastic. 1964.
Personal success story of one of football's greatest pass receivers.

Moderow, Gertrude, ed. *People to remember.* Fair Lawn, N.J. Scott, Foresman. 1960.
Sixteen biographical sketches of successful, famous people.

New York City Board of Education. *Call them heroes;* Book I and Book II. Morristown, N.J. Silver Burdett. 1965.
Brief biographies of minority group members who have succeeded in leading productive lives despite the obstacles of poverty, prejudice, or language.

Olsen, H. J., ed. *Moments of decision.* Englewood Cliffs, N.J. Scholastic. 1961.
Explores great moments in the lives of exciting personalities, as well as problems of vocational choice.

Redding, Saunders. *The lonesome road.* New York. Doubleday. 1958.
The content involves the lives of famous Negroes.

Shafer, R. E. & Bernd, V.C., eds. *Personal code.* Englewood Cliffs, N.J. Scholastic. 1961.
Intended as an aid to students in developing a personal philosophy and code of behavior.

——— *Success.* Englewood Cliffs, N.J. Scholastic. 1964.
Short stories and essays that illuminate the different kinds of other cultures in our rapidly shrinking world.

Squire, J. S., ed. *Survival.* Englewood Cliffs, N.J. Scholastic. 1960.
Considers the nature and nobility of man as he faces physical, social, and moral survival.

FILMS

Developing leadership. CORF. 11 min. sd. b & w. R-SUNYA.
Includes illustrations of how leadership in a democratic group changes with the variations in will and interest of its members.

The head men. NFBC. 1963. 28 min. sd. b & w. R-CONTF.
Comparisons of three men of authority in three widely different localities of the world.

Improve your personality. CORF. 11 min. sd. b & w. R-SUNYA. Shows how personalities can be developed and controlled, and encourages frank discussion of personality traits.

Let's discuss it. NFBC. 1956. 27 min. sd. b & w. R-CONTF. A presentation of group discussion methods.

RECORDS

Literature units for high school. FSR. 2 records. P-FSR. Volume I offers guidance and an introduction to literature such as readings from Shakespeare, Hawthorne, Twain, etc. Volume 2 explores moments of personal decision in literature.

MISCELLANEOUS

Fortune
Time and Life Building
New York, N.Y.
Will provide biographical materials on successful men appropriate for file folders and bulletin boards.

SECTION II - THE STUDENT AS A DEVELOPING INDIVIDUAL

PART A - STUDENT REALIZATION OF THE IMPORTANCE OF SELF

OVERALL TEACHING OBJECTIVES

- To develop the realization that there are more similarities among people than differences
- To promote appreciation of the value of individual differences
- To develop the desire to be individualistic
- To increase awareness of the blending of minority cultures into a total society
- To create awareness of the contributions of minority groups
- To develop concepts of the relationship of the individual to his society
- To develop responsible attitudes in the individual toward society
- To illustrate the weakening effects of prejudice on the total social structure

THE IMPORTANCE OF THE INDIVIDUAL

GENERAL TOPIC

How can an appreciation of the differences of individuals create a culturally rich society?

TEACHING OBJECTIVES

- To promote the realization that all people vary in some manner from the stereotyped social average
- To encourage recognition of the value of human contributions which result from differences as well as from similarities
- To stimulate the desire to share one's unique contributions

STUDENT UNDERSTANDINGS

- All people share similar characteristics.
- No individual or group fits society's concept of an average individual.
- Differences among people may be of positive or neutral value as well as negative.
- Each individual can make his own important contribution to society.

CONTENT

- In what physical and mental ways are people alike?
- How does one determine an average?
- Does the concept of what is average change in different times, places, or circumstances?
- How are differences in thought or technology assimilated into any society?
- In what ways should any individual differ from his group? Why is this often necessary?
- What rewards result from conforming? From not conforming?

TEACHING METHODOLOGY

Develop understanding of physical similarities by giving the students 5 to 10 minutes to list as many similarities as possible. Then discuss the items listed. Include such obvious characteristics as the number of arms, legs, eyes, and ears, or such physical needs as food, oxygen, and water.

- Delegate a student recorder to make a composite list of similarities on an overhead projector transparency or on the chalkboard for class discussion.
- Consult the health teacher to determine which understandings the students already possess in the area of the function of the human system. Include these characteristics on the list.
- Have the recorder list characteristic differences. Use suggestions elicited from the class, such as racial characteristics including skin color, hair texture, and eye shape.
- Have the students discuss differences as contrasted with similarities. Emphasize the superficiality of these differences as opposed to the basic mass of similarities by asking questions, such as:
    - Can you tell the difference between a description of a professional basketball player and a professional football player? How?
    - Might there be individuals whose descriptions would be hard to identify specifically?
    - Can you tell the race of an athlete using only the usual radio or TV description of his height, weight, and playing ability?
    - Are there any obvious differences between races if you remove the surface layer of skin and hair? (The answer is *no* except for possible skeletal differences which are not obvious.)
- Try to determine from comments made during class discussion which students have strong racial feelings. Cooperate with the guidance counselor in trying to reduce the intensity of existing prejudices to allow for more successful study.

Discuss the similarities and differences in the mental attributes of various groups.

- Compile a list of social desires including the need for good friends, a nice family, a fair employer, honest tradesmen, and considerate fellow workers.
- Using prepared questions, discuss these "wish lists" and stress the interdependency of all people and the shared needs for affection, respect, and consideration. Use discussion questions similar to the following:
    - Do you enjoy being part of a group? Why?
    - How would you feel if you were ignored by the group?
    - Do you like your boss watching you work? Why or why not?
    - Do you like your girl friend or wife to fix a special dinner for you or to dress up to go out with you? How do you try to please her?
- Role-playing techniques to reveal interpersonal relationships might be introduced by showing the film *Role Playing in Human Relations Training*. (See Teaching Materials Section at the end of this unit and Appendix C, Role Playing, p. 309.)
- Role-playing situations to enact might include:
    - Employee-employer considerations: Assign one student to act as the employer who pays overtime wages without checking the time claimed. Have a second student portray a worker who charges for overtime he does not deserve. Ask these two to react to the situation when the employer finds out he has been overcharged for the work actually done. Follow the role play with an "on-the-spot" interview type of class situation. Ask for a volunteer from the class to defend the actions of either the employer or the employee. For example: A student volunteers to defend the actions of the employer. Allow him to be questioned by the class. When his defenses are exhausted, allow another volunteer to take his place "on the spot." The second student should be selected to defend the employee. Allow him to be questioned by the class until his defenses are depleted. Repeat this process until there are no new defenses of

either individual's actions. Stress the fact that the airing of opinions is beneficial even when no definite solution seems apparent. (See Appendix C, On-the-Spot Technique, p. 311.)

  - Employee-employee relations: Choose a volunteer to play the role of an employee accused of breaking an expensive piece of equipment. Choose three students to portray his coworkers. Assign one the role of the employee who in a moment of carelessness actually broke the expensive piece of equipment. Appoint a fifth student to play the part of the employer who has just found the piece of broken equipment. Assign these role players the task of solving the problem. Should the innocent employee have to pay for the equipment or not? Should he tell the employer the truth? Should the employee who broke the equipment say so even though he will have to pay for it? If enough opinion is generated, utilize the "on-the-spot" technique to allow opportunity for continued discussion.
  - Family interaction: Ask six students to portray a family in the process of completing preparations for an outing (i.e., going to a party, going to a show, or taking a ride to the country). Just as the preparations are complete, have the father enter in a bad temper and cancel all of the plans. After the actors have expressed their reactions, conduct a class discussion to evaluate the situation and its basic causes.

After creating an awareness of the similarity of basic needs among people, explore the concept of "the average person."

- Ask several students to pick a number from one to ten.
  - Record these choices.
  - Total and divide by the number of choices to obtain the average number. The relationship of any number to the average obviously has little relationship to the number itself and can provide the students with an awareness of the superficiality of judgment based upon positions superior or inferior to an average.

- Provide students with copies of the following questionnaire which they are to complete in order to develop some concept of an average student. Find the average for each of the qualities listed. Avoid asking questions about salaries, skin color, number of children, I.Q., and age.
  - Contact the computation teacher for possible ways to make this activity relevant to current classwork.
  - Appoint a student committee to process the data and establish the characteristics for the average student in the class. For data which cannot be averaged, the choice mentioned most should be selected, such as those for color of hair, color of eyes, and type of job.

  When the "average student" of the class has been determined, ditto the data on handout sheets. Provide each student with this sheet and with a completed questionnaire, preferably someone else's, and ask for comparisons and contrasts. Ask those students who most closely approach the class average to stand in front of the room, and ask the class to compare and contrast their similarities and differences. Stress the improbability of being a perfect average. Mention the fact that the average American family has 3.5 children.

STUDENT INFORMATION SHEET

INDIVIDUAL CHARACTERISTICS

Instructions: Fill in all the spaces below by giving information about yourself. Do *not* put your name on the paper.

1. Height: _______ feet ______ inches

2. Weight: _______ pounds

3. Color of hair: (check one)
   Brown_____ Black_____ Blond_____ Red_____ Other___

4. Color of eyes:
   Brown_____ Black_____ Gray_____ Green____ Blue____

5. Handedness: (check one)
   Right_____ Left_____

6. Marital status: (check one)
   Single_____ Married_____

7. Type of job: (check one)
   Clerical_____
   Mechanical_____
   Sales_____
   Construction_____
   Other_____

- Illustrate the changing image of what society considers average by using the trend in men's clothing from 1900 to the present. Show pictures or ads taken from a variety of ten-year intervals to show the shifting in societal averages. Use such items as the lengths of women's skirts and/or a variety of car advertisements to provide illustrations on evolving social norms.

- Ask students to create bulletin boards from ads and other similar materials and to explain how averages and opinions change with the times.

- Use audiovisual aids, such as transparencies for overhead projectors and opaque projectors, to show printed illustrations of relevant materials.

Construct a bulletin board on a technology which has advanced through a series of innovations; for example, the evolution of printing.

- Origin of printing in China

- Transfer of this information to the Western Hemisphere

- Development of block-printing in the Western Hemisphere

- Changes to moveable type and to metal type

- Present methods of printing

Organize the class into small research groups to collect data on individual stages of the developmental process, to determine the progression of events and the contributing conditions.

- Request that the communications teacher aid each group in developing a presentation explaining its part in the overall process.

- Encourage the students to illustrate their presentations with such materials as pictures, charts, and pamphlets, as well as samples of different kinds of modern typeface. Students may also speculate on what the future may hold in the field of printing and illustrate their predictions by the use of audiovisual aids.

- When summarizing, emphasize the idea that often the reorganization of known material results in the creation of new techniques.

Working with the communications teacher, plan joint assignments which will result in reports on articles or books dealing with the difficulties encountered by innovative thinkers. Include nonwhites, but caution students not to assume that these difficulties were the, result of racial prejudice rather than resistance to independent thought. (See the section on Teaching Materials.)

- "The Mexican" by Jack London. A portion of the story of Diego Rivera who led the revolution against Porfirio Diaz.

- "Doctor Dan" in *Against the Odds*. The story of the first heart surgery.

- "He Was Fired" by Arna Bontemps in *Against the Odds*. A success story in the publishing field.

Invite a guest speaker from the local branch of Junior Achievement, and ask him to present a program emphasizing experiences of area Junior Achievement companies. (See Appendix B, Inschool Speakers, p. 305.)

- Request the services of a decorator from the display department of a local department store, and ask that he discuss the need for innovative ideas in display work. Ask that he illustrate his presentation by developing several displays advertising the same product and explain why some are more effective than others. He might also stress the additional concept that there are multiple approaches to particular problems.

- Invite an expert in the field of racing cars to discuss ways in which engines are being modified to increase their power. Be sure the speaker is knowledgeable and that he is also able to communicate with the students. Contact such organizations as rally clubs, sports car clubs, racing teams, etc. for possible speakers.

CONFORMITY TO GROUP STANDARDS

GENERAL TOPIC

How can a desire to conform to a group standard be a danger as well as a benefit?

TEACHING OBJECTIVES

- To develop an awareness that one's immediate group may differ from the accepted patterns of society
- To develop an understanding of the necessity for positive standards
- To stress the importance of individual or family behavior to the welfare of the entire society

STUDENT UNDERSTANDINGS

- Demands for conformity to the subgroup's mores exert pressures on the individual and cause conflicts with the mores of the larger society.
- Group loyalty may cause disagreement between the standards of society and those of an individual's group.
- Moral or ethical judgments of proposed courses of action are desirable before making a decision.

CONTENTS

- Does my group represent a cross section of the entire society or have they established separate standards for themselves?
- How can one evaluate the standards of his own group?
- How can one avoid being pressured into amoral or illegal behavior?
- How can information and education safeguard me?

TEACHING METHODOLOGY

After working with the counseling and health teachers to review materials which will be necessary for fuller understanding of group pressures and conformity, develop a series of role-playing situations to illustrate the dangers of unthinking and uninformed conformity.

- Drug use: Cast three or four group members who supposedly use drugs and one who does not. Instruct the "users" that their attitudes should indicate suspicion that the nonuser either feels superior to them or is a coward. They also fear the possibility of his informing the police. By his actions, the nonuser shows that he really wants to belong to the group although he is reluctant to take drugs. What can he do to stay "in" with the group? Is it desirable that he do so?
- Strike voting: Five students play the part of workers in an industry which is about to be struck although a new contract favorable to the workers has been negotiated. Company officials have announced that they must close if the agreement is not accepted, but the union leaders oppose ratification. They feel they may obtain more benefits through the pressure of a strike since the company was so agreeable to union requests without any pressure. Have three of the role players express the opinion held by a majority of the workers; i.e., that the union knows best, the workers deserve everything they can get, and that the company is just bluffing about closing. Have the other two students portray workers opposed to striking since they feel there is no reason to mistrust a company which has always been truthful before. They feel also that job conditions are good and the benefits of the new contract are equal or superior to any in the area. They know that if they strike they will have to use accumulated savings. Allow the role players to discuss the matter until some decision is made. In this role-playing situation, players may switch viewpoints during the discussion in order to see the pros and cons in all arguments.
- Considering admission of a new club member: The setting is a club meeting at which the members are deciding whether to accept a new applicant who has a reputation for being very tough and for having a rough following. Most of the club feel he will take over if he is admitted but are afraid to vote against him since they fear physical violence if they do. Choose three students to play the roles of those afraid to vote against this applicant and three to portray those who are willing to refuse membership. Allow the students to debate the issue and to change sides during the discussion. Complete

this lesson by having the players and the other class members vote independently whether or not they would admit this applicant. If the vote is indecisive, further class discussion might be advisable.

- Aiding in a dangerous situation: The plot of this situation might be a mugging or a store robbery being observed by a crowd. The roles would include the person committing the crime, the victim who is trying to resist and calls for help, and five onlookers who must decide individually whether or not to get involved. Have them dramatize several variations of the basic idea, such as:
  - The victim is a healthy individual about the same size and strength as the attacker.
  - The attacker is armed with a knife or gun while the victim is unarmed.
  - The victim is a relative of two people in the crowd.
  - The victim is an old person, a child, or a girl who is unable to protect herself.

  After the above dramatizations, ask the students questions such as the following:
  - Would you be willing to try to help the victim physically?
  - Would you at least phone the police for help?
  - Does it matter whether you know the victim? Or the assailant?
  - If the victim was your mother or sister, would you hope that the crowd would help them? Why?
- Developing new friends: Divide the action into two parts. In the first part, boy A, who is part of the "in" group is asking two of his cronies what to do about a new boy in the neighborhood who wants to be friends but who is a "real drag." The two students, playing the roles of his friends, should advise against being hospitable. In part two, boy A meets the "drag" and carries out his friends' suggestions. When the action is completed, appoint a student moderator to conduct a class discussion concerning such issues as:
  - Is there any reason to be friendly to a person of whom the crowd disapproves?
  - How far can you rely on the opinions of friends?
  - Should you poll friends' opinions before making up your mind about a person whom you know to be reputable?
  - What is a friend?
  - Do you judge friends by quantity or quality?
  - How can being part of an "in" crowd be a drag? Or an inconvenience?

Show a movie like *A Trumpet for the Combo* (listed in Teaching Materials at the end of this section) to contribute to the students awareness of ethical and moral questions which require independent thought and action for solution. (See Appendix A, Use of Commercial Films, p. 301.)

Reenact playlets such as *Three for You* and *Thunder on Sycamore Street* (listed in Teaching Materials - Books section) which are especially designed to initiate student thought and discussion on the necessity for individual conscience.

Write to *Life* magazine for reprints of materials showing the history and achievements of minority groups. These are obtainable at low cost for class distribution or bulletin board displays.

Buy a class set of copies of *West Side Story*, published by Pocket Books, Inc., 630 Fifth Avenue, New York, New York; utilize the lesson plans set up in Daniel N. Fader's *Hooked on Books*, published by Berkley Medallion Books, 15 East 26th Street, New York, New York 10010. Since this book has been produced as a movie and the soundtrack of the music is available, capitalize upon student familiarity with the materials. Use the story to show how common hatred leads to common tragedy. An expurgated edition is available from *Scope* magazine, c/o Scholastic Publications, New York, New York.

THE IMPACT OF MINORITY CULTURES UPON SOCIETY

GENERAL TOPIC

What effect do various minority cultures have upon the lives of the members of the community?

TEACHING OBJECTIVES

- To provide acquaintance with the minority cultural organizations of the community
- To stimulate realization of the contributions to the community made by minority organizations
- To provide motivation for sharing in the variety of cultural offerings within the community
- To develop pride in identity with a particular minority group

STUDENT UNDERSTANDINGS

- Certain cultural minority groups exist within every community.
- Each of these minority groups has contributed to the community.
- Each minority group has contributed its special customs, such as food, music, and dance, to the general culture.
- There are many types of minority cultural offerings supported by the general community.
- There is great value in the contributions made to the community by minority groups.
- There are various ways to develop a favorable image of a minority group and to promote its acceptance by the community.

CONTENT

- What minority cultures exist within the community? How may they be identified?
- Do these minorities have their own organizations? What contributions to the entire community have these organizations made?
- Where can the community obtain the specialty foods identified with various minority groups?
- What kinds of special cultural events are sponsored by minority group organizations in the community?
- How can the student increase the community's awareness of his minority group's contributions?
- How can the student help his minority group gain increased community acceptance?

TEACHING METHODOLOGY

After the students have established friendly or at least tolerant working relationships among themselves and with the teacher, begin the study of various cultural groups by first defining the term "minority."

- Compile, with the students' help, a list on the chalkboard classifying cultural groups in some way, such as by religion, race, or national origin. Ask the students to compile their own lists of groups whom they feel represent minorities, especially within the local community.
- Discuss these lists so the students can realize the number of minorities that exist. If such terms as "Wop," "Coon," "Spic," and "Guinea" occur during the discussion, it might also be valuable to introduce the topic of group prejudices.
  - Use the publication, *Prejudice - The Invisible Wall* for applicable data. (Note: The accompanying logbook relies too heavily upon essay answers.) Cooperate with the communications skills teacher to provide greater use of this resource for better student understanding of its content.
  - *Prejudice and Politics in the American Past and Present* contains interesting material on the history of prejudice in the United States. (See Teaching Materials.) Although it is too difficult for study by most students, the teacher could extract some interesting and informative material to present as a lecture and maintain student interest by allowing comment and questions during the presentation, as well as a discussion afterward. If possible, make the presentation a joint effort with the communications skills teacher.

- Set up role-playing situations (Appendix C, Role Playing, p. 309) to increase the students' awareness of their own prejudices toward others. Keep the situation well under control to prevent the class rapport from being seriously damaged. If external conflict is carried into a normally tension-free class, *do not use* this technique until the external problem is resolved to avoid any permanent damage to the class relationships.

When the students reach the stage where they are able to define cultural minorities without using derogatory generalizations, set up a series of individual assignments similar to the following:

List the minority groups present in the community, and classify them by religious, national, racial, or ethnic origins.

- Use such resource materials as the telephone "Yellow Pages," newspaper accounts of ethnically sponsored events, and chamber of commerce materials such as those on the history of the community which usually include a description of the "founding fathers." Discuss the findings to develop the realization that this minority group is just one of many and that its differences contribute to the cultural wealth of the area.

- Make listings and identify the active community organizations whose memberships are based on national or religious origins. Encourage students to contact membership chairmen to discuss the varied purposes of each group.

- Assign students or groups of students to determine the types of community services performed by each of these organizations or a representative sampling of them. These community services might vary from church-sponsored Boy Scout troops to organizational volunteer work. Allow students to select the groups they wish to investigate. Establish the understanding that the sample must be representative of *all* groups. Stress that information may be obtained through student interviews of organization leaders or group members. (See Appendix B, Out-of-School Interviews, p. 305.) Allocate time for the presentation of information to the class in order to broaden each student's exposure to the community contributions of its minority group organizations. Encourage student participation in the diverse minority group offerings.

- Prepare a bulletin board display of menus, advertisements, and food containers featuring "foreign foods." (i.e., pizza, chili con carne, sauerkraut, etc.) and a tableware display of such items as chopsticks and Chinese soupspoons. Explain this display briefly to promote student interest in investigating the variety of foods available in the community.

In addition to the above assignments, choose some of the following activities which will interest the students the most:

- Discuss the favorite foods of class members, and point out their tastes may not be consistent with their racial, ethnic, or religious backgrounds. List on the chalkboard some of the favorite foods of students in the class. After completing the list, ask members of the class if they know the ethnic origin of as many of the favorite foods as possible. For example:
  - Fish and chips - English
  - Pizza - Italian
  - Bagels - Jewish
  - Chop suey - Chinese
  - Spaghetti - Italian
  - Kielbasa - Polish
  - Paella - Spanish

- Provide the class with samples of a variety of specialty foods; i.e., Jewish halvah, Japanese cuttlefish chewing strips, Mexican tortillas, Chinese fortune cookies, and Puerto Rican plantain chips.

- Organize a communal lunch where each student may bring in a sample of a traditional family recipe. Set up committees to plan the affair. Have students elect a committee from the class to organize the event. They should:
  - Determine the date of the lunch, providing at least a week's advance notice.
  - Arrange for a suitable place to have the lunch.
  - Request students to contribute two regular portions of a family specialty.
  - Make arrangements for the necessary tableware.
  - Provide for adequate heating or cooling of the foods.
  - Appoint a cleanup committee responsible for general maintenance of the lunch area and the return of the dishes.

- With the cooperation of the communications skills teacher, set up research topics involving food origins. The dictionary food name provides a good beginning source of information as to origin. (See Appendix C, Small Group Projects, p. 309.) Suggested topics: okra, garlic, tomatoes, corn, potatoes, chocolate.

- Using the yellow pages of the telephone directory, compile a list of ethnic restaurants in the community. After investigating several of the restaurants which most interest the students, a luncheon may be planned at one. Choose a nearby restaurant, a Jewish delicatessen, or a pizza parlor. Make reservations, giving the owner the date, time, and number of students involved. This insures good service and preserves the school's relations with the community.

- Arrange a field trip to a local supermarket to increase the students' awareness of the variety of ethnic foods available. (See Appendix B, Field Trips, p. 307.) Again, make arrangements with the manager to avoid peak periods of business so that he may meet with students and be free to answer questions.

- Hold a contest for listing the greatest number of specialty foods labeled with the country of origin found in the supermarket. The teacher may limit the contest to either fresh, frozen, canned, or dried foods, or to a combination of these. The contest rules may be enlarged to include all foods which can be assigned a country of origin.

- If money is available, arrange a dinner at a restaurant specializing in Chinese, Italian, Greek, or other exotic food. Encourage students to try foods new to their tastes. If practical and desirable, invite members of the families also.

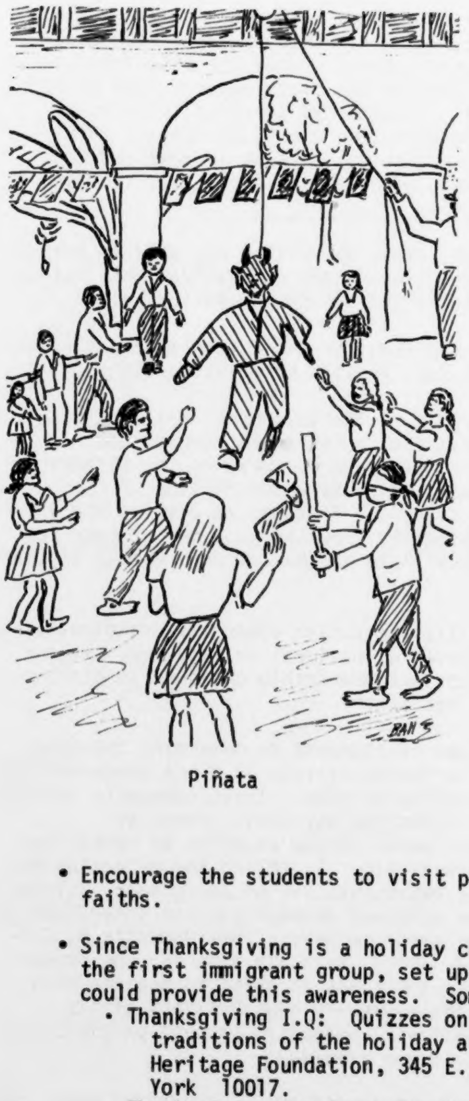
- Display notices announcing International Nights sponsored by local service clubs, ethnic groups, or churches. Provide room for students to post any such announcements.

Make group or individual assignments to allow the students to gather information on the history and present meaning of certain holidays, such as Christmas, Hanukkah, and the Swedish Feast of Lights.

Have the students choose the holidays to be investigated. If possible, without causing resentment, assign individual students to investigate holidays unfamiliar to them. This increases their exposures to other cultural backgrounds and tends to reduce any prejudicial attitudes toward the unfamiliar. Suggested procedures for investigating holidays are given below:

- Since the Jewish Festival of Lights (Hanukkah) falls in late December, the class might also investigate the customs of this holiday. Perhaps a neighborhood woman's group might be prevailed upon to sponsor a Latke (Potato Pancake) party.

- Have individual students or small groups of students interview clergymen of the community including priests, rabbis, and ministers. (See Appendix B, Out-of-School Interviews, p. 305.)
    - Interview the religious leaders concerning a specific holiday of their faith.
    - Have students prepare questions, such as:
        - When was the holiday first celebrated?
        - Why was it first celebrated?
        - How has its celebration changed over the years?
        - Are the people more active celebrants now? Why?
    - Have students ask the interviewee if they may borrow pertinent objects to explain during their class report about the interview.



Piñata

- Collect Christmas songs and legends from various countries and allow the class to tape a program for school use. Arrange for parties and utilize the decorations contributed by class members. Those of Spanish origin might construct a piñata of paper maché or other materials. The piñata is a bag filled with sweets and decorated like a bird, animal, or man. It is suspended from a cord and everyone has a chance to break it and spill the contents for everyone to share. This could be another occasion for the sharing of special food such as:
    - Spiced gingerbread men from France
    - Marzipan and Christmas honeycake from Germany
    - Chopped meat pies from Poland

- Encourage the students to visit places of worship of other faiths.

- Since Thanksgiving is a holiday celebrating the success of the first immigrant group, set up a series of programs that could provide this awareness. Some sample programs are:
    - Thanksgiving I.Q: Quizzes on the facts, history, and traditions of the holiday are available from American Heritage Foundation, 345 E. 46 Street, New York, New York 10017.
    - Thanksgiving service: The National Council of Churches has prepared an Order of Service for a harvest festival suitable for community observance. Copies are 5 cents each.
    - Thanksgiving collection: Classes may cooperate with the Salvation Army by collecting and distributing foodstuffs to the needy.

- If a specific group is celebrating some particular national holiday, ask the president of the group or the chairman of the festival to provide information about the occasion. Obtain their names from the publicity releases in the local newspapers or from the chamber of commerce.
  - Utilize library reference materials, such as books on the music, songs, and costumes of specific holidays. Reproduce the music, songs, and costumes for class presentation, using audiovisual methods. (See Appendix A, Use of the Overhead Projector, p. 303; Use of Audio Tape Recordings, p. 302.)
  - Set aside time for each group to prepare a report for class presentation. Mimeograph a list of instructions about what the report should include. Sample directions:
    - Explain the materials used while celebrating the holiday. If possible, show the items themselves; i.e., Christmas tree ornaments, menorahs, etc.
    - Describe the history and origin of the holiday.
    - Give brief examples of activities typical of the holiday. For example, present the dances or music of the day.
    - Use records or taped examples of typical music. If possible, give a live performance.
    - Describe the history of a typical holiday costume, and give its meaning.

Try to extend the knowledge of those groups within the local community to all national groups whose members form a minority outside of their home country. Arrange to have the center sponsor and pay the expense for a class theater party at the showing of a foreign film in a local theater. (It is desirable that all students see the same film as a basis for further study, although it is not necessary that they see the film as a group.) After the showing, arrange for an informal class discussion. In preparation for the discussion:

- Set up a list of questions about the film to increase student awareness of the variety of minority groups and the criteria by which all people should be judged.

- Include such discussion topics for consideration as clothing styles, living conditions, economic life, social systems, social values, vocational opportunities, and food preparation.

Conclude this unit of study with assignments giving each student the task of aiding in the presentation of a class program dealing with his specific minority cultural background. This may require the division of the class by minority groups and should not be assigned until the rapport between student-student and student-teacher is well established. Hopefully, the old prejudices will have been replaced with new attitudes. Some sample assignments are:

Student Production

- Develop either a still film or a movie production story of some specific minority group. (See Appendix A, Use of Student-Developed Movies, p. 302.) Some topics which may be developed are:
  - The Diverse Cultures of America
  - Cultural Groups in Our Neighborhood
  - The Afro-American Culture
  - The Culture of Puerto Rico
  - The Cultural Contributions of the American ______
  - Little Italy
  - Ghettos - Today and Yesterday
  - Chinatown

- Have students prepare the following:
  - A narrative script to outline the topic
  - A list of pictures or scenes to be included
  - A list of appropriate sounds to be recorded
  - Appropriate background music

- Select student committees to obtain the necessary pictures and sound tapes.

- An editing committee should be selected to put the production together smoothly.

- After necessary practice in presenting the program, the show may be presented to:
  - The student body of the center
  - The community
  - Youth groups

- Present the history of one specific minority group. Use an outline like the one below.

STUDENT INFORMATION SHEET

THE ________________

A. Reasons for Immigrating
   1. Time
   2. Conditions at home
   3. Conditions here

B. Becoming Accepted
   1. Language problems
   2. Adjustment problems
   3. Job problems

C. The ________ Today
   1. Housing available
   2. Jobs available
   3. Organizations

Supplementary activities which the teacher may wish to conduct are listed below:

- Invite foreign students or professors present in the area to speak to students about life and customs in their countries.

- Brotherhood Week: Contact the National Conference of Christians and Jews, 381 Fourth Avenue, New York, New York 10016, for materials suggesting how groups may take part in the national observance.

- Sponsor a South American Carnival at which the student *caballeros* can invite their *señoritas*. Decorate with balloons, colored confetti, and utilize Latin American motifs and music.

- Contact a travel agent to show films of tours of countries in which the students are interested, particularly those which constitute their own national backgrounds. Ask that he provide pamphlet material for distribution.

- Work with local art groups in sponsoring an exhibition of representative art work from as many different national backgrounds as possible.

- Sponsor an international pageant open to all area performers. Feature such acts as Indian war dances, Japanese judo exhibits, Danish parallels, German gymnasts, Spanish tangos, Swedish wand drills, Swiss flag dances, French adagios, Viennese waltzes, etc.

- Follow a variety of patterns and help many different causes, such as Friendship Trains, Citizens' Rural Overseas Program (CROP), CARE packages, and other collections.

- Sponsor a round-the-world tour luncheon. Ask travel agencies to provide posters for decorations and restaurants to provide the menu. Serve German borsch, Russian caviar, English beef, Norwegian smörgåsbord, Italian olives, French pastry, and Turkish coffee.

- Contact the Bureau of Intercultural Education, 119 W. 57th Street, New York, New York 10019 for teachers' manuals, classwork units, and copies of their monthly magazines. This group specializes in studies of racial, ethnic, religious, and economic aspects of discrimination in American life.

- Contact B'nai Brith's National Commission on Americanism and Civic Affairs, 1003 K Street, N.W., Washington, D.C. for aid in obtaining information, films, and speakers for intercultural programing.

TEACHING MATERIALS

BOOKS

Brothwell, Don & Brothwell, Patricia. *Food in antiquity.* New York. Praeger. 1969.
A description of ancient diets obtained by evaluating details from works of art and early written records.

Fader, D. N. *Hooked on books.* New York. Berkley Medallion. 1966.
Contains lesson plans for teaching *West side story.*

Goodykoontz, William, ed. "Three for You," pp. 99-100, *Prejudice, the invisible wall.* Englewood Cliffs, N.J. Scholastic. 1968.
A playlet included in a collection of short stories and plays designed to initiate student thought on aspects of prejudice, and discussion of racial questions.

Lipset, S. M. "Prejudice and politics in the American past and present." *Prejudice, U.S.A.* Glock, C. Y. & Siegelman, Ellen. New York. Praeger. 1969.
A concise history of the evolving targets of prejudice in America.

Macgowan, Kenneth. *Behind the screen.* New York. Delacorte. 1965.
Background and beginnings of the film industry, the work of various types of studio techniques, and the question of censorship.

Regnier, George & Matzkin, M. A. *Movie techniques for the advanced amateur.* New York. American Photographic Book. 1959.
Producing, directing, and editing for the home moviemaker.

Rose, Reginald. "Thunder on Sycamore Street," pp. 128-153. *Prejudice, the invisible wall.* Goodykoontz, William, ed. Englewood Cliffs, N.J. Scholastic. 1968.
Play to initiate thought and discussion on the need to act as an individual, separate from the crowd.

Shaftel, George & Shaftel, Fannie. *Role playing, the problem story.* New York. National Conference of Christians and Jews. 1962.
A discussion of the techniques of role playing.

Shulman, Irving. *West side story.* New York. Pocket Books. 1961.
A story showing the tragic results of hate.
*Expurgated edition available from Scope magazine, c/o Scholastic Publications. New York.

Spiegler, C. G., ed. *Against the odds.* Columbus, Ohio. Merrill. 1967.
A collection of stories emphasizing an individual's struggle for success.

_____ *Courage under fire.* 1967.
A collection of stories involving individuals who take action because it is necessary even though they are in the minority.

_____ *They were first.* 1967.
A collection of stories emphasizing the characteristics of greatness found in people who dared to be first.

Witte, E. K. *American biographies.* New York. Holt. 1968.
A selected group of biographies illustrating individual strength of character.

FILMS

Developing responsibility. CORF. 11 min. sd. b & w. R-SUNYA.
Illustrates both the sacrifices and the rewards of responsibility.

Everybody's prejudices. NFBC. 1961. 21 min. sd. b & w. R-CONTF.
Examples of common prejudice to initiate discussion.

Immigration. EBF. 11 min. sd. b & w. R-SUNYA.
An explanation of the waves of immigration into the United States from colonial times to the present.

Photography. IFB. 1946. 11 min. sd. b & w. R-IFB.
Introduces the use of photography on a high school level.

Picture making by teenagers. IFB. 1956. 11 min. sd. color. R-Bailey, IFB.
Illustrates self-expression and creativeness, as well as problems in picturemaking by teenagers.

Printing through the ages. EBF. 14 min. sd. b & w. R-SUNYA.
Traces the development of printing from ancient times to the present.

The Rafer Johnson story. SF. 1963. 55 min. sd. b & w. R-SF.
Story of Rafer Johnson, World Decathlon Champion, captain of the 1960 U.S. Olympic Team.

Role playing in human relations training. NEA. 25 min. sd. b & w. R-SUNYA.
Describes five social role-playing situations and their purposes. Also shows followup discussions and action procedures.

A trumpet for the combo. NFBC. 1966. 8 min. sd. b & w. R-SF.
Designed to initiate discussion of ethical and moral questions concerning race.

ADDITIONAL MATERIALS

American Heritage Foundation, 345 E. 46th St., New York, N.Y. 10017.
Quizzes are available on the facts, history, and traditions of Thanksgiving.

B'Nai Brith's National Commission on Americanism and Civic Affairs, 1003 K St., N.W., Washington, D.C.
Information source for materials, speakers, etc., on intercultural topics.

Bureau of Intercultural Education, 119 W. 57th St., New York, N.Y. 10019.
Teacher's manuals, classroom work units, and monthly magazines on the effects of discrimination by race, religion, ethnic origin, or economics.

National Conference of Christians and Jews, 381 4th Ave., New York, N.Y. 10016.
Materials on Brotherhood Week.

PART B - STUDENT REALIZATION OF THE IMPORTANCE OF SOCIAL INTERACTION

GENERAL TOPIC

How can the teacher reinforce student awareness of the need for cooperative interaction on the job?

TEACHING OBJECTIVES

- To place emphasis on the relationship between a student's overall attitude and his on-the-job attitudes
- To reinforce awareness of behaviors required by employment situations
- To increase awareness of the necessity for cooperative effort with both employer and fellow employees in a job situation

STUDENT UNDERSTANDINGS

- An individual's self-concept and his attitudes toward others affect his behavior.
- A person's job behavior is an extension of his general behavior.
- Every occupation requires a generalized set of cooperative behaviors.
- Personal difficulties, such as domestic problems, should not be brought to work.
- Work problems or complaints should not be brought home.

CONTENT

- How is a person's behavior affected by his self-concept?
- How may a person's attitudes toward others affect his employment possibilities?
- How can a person promote his own acceptance among other employees in a new job situation?
- What attitudes should a person develop to increase his chances for promotion?
- What types of behaviors should be avoided in any job situation?

TEACHING METHODOLOGY

This topic receives emphasis in the Occupational Orientation Unit. (See Section XI, Getting Along on the Job.) Cooperate with the occupational orientation teacher when planning content and when determining the areas to stress during class discussions.

Review those aspects of the Occupational Orientation Unit, especially Section XI, Getting Along on the Job, which directly involve personal attitudes and self-concepts.

- Discuss possible alternative actions in situations such as the following:
  - What can a new employee do to get along with fellow workers?
  - How can a person offer assistance to fellow workers without drawing attention to their errors or insulting them?
  - What attitudes should a new employee take when a more experienced person tries to explain how a job should be done?
  - How should fellow workers react to an employee who, because of family problems, is difficult to work with?
  - What should an unhappy employee do to try to make his job situation more pleasant?
- Cooperate with the occupational orientation teacher by inviting a member of the Human Relations Commission to report on his program and to cite incidents which have arisen because of poor communications between people or groups. (See Appendix B, Inschool Speakers, p. 305.) Ask that the commission member discuss previously prepared questions, such as:
  - What are some of the most common areas of communications breakdown?
  - What steps does your commission take to remedy or eliminate these breakdowns?
  - How do you define the term *human relations*?
  - What are the functions of the Human Relations Commission?

- Arrange the class time for a continuation of the employer's panel discussion of the questions presented in the Discussion Guide in Section XI, Getting Along on the Job. Tape the discussion for later inclass evaluation of opinions presented. Stress the questions on the list which the occupational orientation teacher has indicated as important or of obvious interest to the class.

- Discuss the personal attitude aspects of the statements contained under the headings of "What Employers Want from Young People " and "How to Get a Promotion " in the Student Information Sheet in Section XI, Getting Along on the Job. Use discussion questions such as the following:
  - To what extent must a person cooperate with fellow employees?
  - Should he be quiet even when he knows there is something illegal being done?
  - Does silence make him an accessory?
  - For what reasons should a person continue to study even after graduating as a trained worker?
  - What should a person do if he thinks the behavior expected by the employer is too strict?
  - Under what circumstances should a person do another person's work when he isn't getting paid for it?
  - What kinds of extra jobs are an imposition on a worker?

Include consideration of several themes contained within the booklet, *Planning Models for Group Counseling*, on the pages indicated. Cooperate with occupational orientation teachers in coordinating materials. Certain themes may be of particular value in developing awareness of the types of cooperative behavior likely to be required by a job situation.

Samples

- Problem-Solving Behavior: Dealing with Teacher Evaluations, p. 5.
- Self-Defeating Behavior in a Job Setting, p. 8.
- Impulsive Reaction to Agency Procedures, p. 12.
- Dealing with Anger and Frustration as a Reaction to Agency Policy, p. 13.
- Developing Skills in Handling a Job Interview, p. 15.
- Learning to Adapt to Change in Job or Training Situations, p. 19.
- Learning to Adjust to Change in Relationships with Superiors and Peers, p. 21.

Utilize the instructions included in each exercise.

TEACHING MATERIALS

BOOKS

New York State Education Department. *Planning models for group counseling.* Albany. The Department. 1969.

THE STUDENT INTERACTING IN THE HOME

Note: Since many aspects of this program segment involve topics covered in greater detail in the health curriculum, the emphasis here shifts from the psychological and physiological effects of the individual's behavior on the family to the effects of his behavior upon himself.

GENERAL TOPIC

How can the student increase his understanding of the relationships which exist within his family?

TEACHING OBJECTIVES

- To develop an awareness of the variety of emotional and physical needs of the different age groups within a family
- To increase understanding of the causes of various types of deviant behavior which place stress upon family relationships
- To provide information on the stresses created within a family unit by the presence of alcoholism or drug addiction

- To develop familiarity with the community service offerings which aid in lessening family tensions and in improving interpersonal relations

STUDENT UNDERSTANDINGS

- Emotional and physical needs vary with age.
- A family composed of groups of varying ages often experiences interpersonal stresses as a result of the differences in emotional needs.
- Individual behavior problems are often symptomatic of mental or emotional illness.
- Community agencies provide aid for the mentally and emotionally ill.
- Community organizations like Al-Anon provide family counseling service to aid in alleviating family stresses.

CONTENT

- How can the varying emotional needs of different members of a family create stress within the group?
- What organizations provide for individuals with mental health problems?
- What community facilities aid families with members afflicted by alcoholism or drug addiction?

TEACHING METHODOLOGY

Cooperate with the health instructor in preparing the content of this section since many topics overlap. Be careful to avoid duplication of invitations to community resource persons unless they express willingness to donate extra time to the center.

Plan the discussions in order to increase student awareness of family situations which involve a variety of interpersonal difficulties.

- Ask for a list of situations which illustrate how one member of a family may cause family difficulty, such as the following:
  - John's younger brother is determined to drop out of school as soon as he can. John warned him that if he does he'll "beat him up but good." However, he just sasses John and tells him that he can't make him stay in school. How can John change his mind?
  - "My mother always screams at my brothers and me and says that we are no good, and that all we do is get in trouble, and that if anything happens to her we'll all end up in jail. We've already been picked up by the police a couple of times but never charged with anything so how can we keep her off our backs?"
- Discuss the situations presented, and ask that the students select those which represent the most common difficulties.
- Appoint various students to record specific situations and to present these to the guest speakers for evaluation of causes and for possible suggestions about the alleviation of certain problems.

Invite community resource persons to discuss topics concerning family relationships on an authoritative basis. (See Appendix B, Inschool Speakers, p. 305.) For example, a general practitioner addresses the class on the topic of the general patterns of emotional behavior which may be the result of age and determined by physical conditions such as impending puberty.

- Invite a member of the local Mental Health Association to explain the family counseling services available which provide aid in various family situations. If possible, request that the doctor and mental health representative prepare a joint presentation to emphasize the interrelationships between physical and mental needs and observed behavior.
- Invite a representative of Al-Anon, the organization for families of alcoholics, or Alateen, the organization for teenagers with alcoholic parents, to speak on the family problems which result from alcoholism. Contact these groups through the local Alcoholics Anonymous organization. Ask the guest to emphasize procedures which are used to lessen the impact of the alcoholism upon the family.
- Ask a member of a social services counseling agency to discuss the aid available to family groups and/or individuals who are experiencing difficulties in their interpersonal relationships. (See Social Services in the Yellow Pages of the telephone directory.)

Consider also the wide range of family relationships by inviting guest speakers to address the class on other related topics, such as:

- The mental and physical needs of senior citizens and the means by which their family members can work to meet them. Select speakers from the staffs of senior citizens centers, nursing homes, or hospitals specializing in geriatric care.

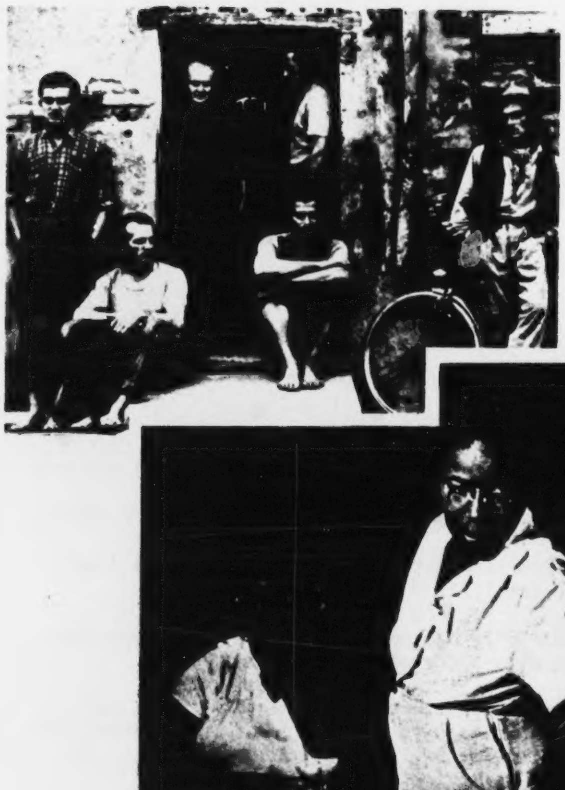
- The effects of unplanned parenthood: Invite speakers from planned parenthood organizations and social services counseling agencies who will explain the services they provide.
- The effect of absence of children from a family unit: Invite speakers from adoption agencies and from social service groups to explain adoptive procedures and foster home arrangements.

Use other techniques to increase the students' awareness of family interrelationships and the stresses exerted upon them, such as tape recordings produced by the New York State Narcotic Addiction Control Commission. Tape No. 7 in this series is relevant since it presents the account of an addict whose marriage is being destroyed as a direct result of his habit. After playing the tape, divide the class into small groups of four to five students and suggest related discussion questions.

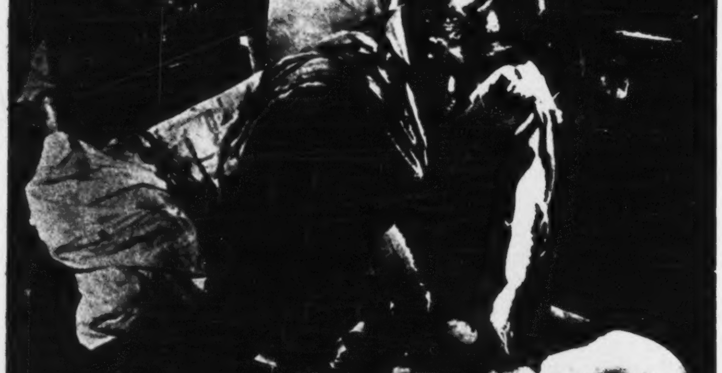
- Would you date and/or marry a girl who uses drugs?
- Would you encourage your fiance or wife to take drugs on her own? To keep you company?

Invite student discussions to show the impact of poverty and unemployment upon the family. To increase self-understanding and understanding of parents by learning about the common effect of unemployment and poverty on family relationships, pass out the following photographs among the group so that each member has a chance to study them. Photographs are shown on this page. Say to the students:

I'm passing two photos around the room. Take your time. Look at each one as long as you like and then pass it on. (The photos may be shown to the class on the opaque projector.)



Photograph I
The Family
by Paul Strand
Scene in Italy



Photograph II
Negro Family
by Eugene Smith

SUGGESTED DISCUSSION QUESTIONS

- Let's talk about the first photo. (Italian family) What do you see happening here?

  Possible Responses

  - They're all out of work. They're poor. They live in a rotten section of town.
  - How come they don't have any shoes on?
  - It's a family, right? And they're all standing around because they don't have jobs.

- Let's talk about the second photo. (Negro family) What do you see happening here?

Possible Responses

  - Something's wrong. He's lost his job or somebody died.
  - He's really lost control of his feelings.
  - They look poor; maybe he doesn't have any money.

- Are you trying to say that when people are out of work or poor, it affects the family?
- What can happen to a family when there are job and money problems? Explain.
- What do you think people feel like when they are out of work? How do they behave? Why?
- Do you understand how someone could feel low; could give up? Explain this feeling.
- What are some of the feelings you have had when you didn't have a job? If you were angry, whom did you take it out on?

Help the students come to conclusions similar to the following:

- When people are poor and out of work, they sometimes take it out on the whole family.
- Sometimes when a family has money problems, the breadwinner (wage earner) becomes angry at the world.
- If the father (or mother) thinks he is a failure, he may act out his anger at home. In an atmosphere of anger, sometimes even the children feel angry and they don't know why. Not everyone shows his anger in the same way.

ADDITIONAL DISCUSSION QUESTIONS

- When neither giving up nor taking it out on the family works, what else can a person learn to do about anger and failure?
- What is the role of each family member in budgeting, making plans for the future of the family, and getting out of the cycle of failure? Give specific examples.

TEACHING MATERIALS

PAMPHLETS

New York State Education Department, Publications Distributions, Albany, N.Y. 12224.
Planning models for group counseling. 1969.

Public Affairs Pamphlets, 381 Park Avenue S., New York, N.Y. 10016.
Mental health is a family affair. 1949. Public Affairs Pamphlet No. 155.
When mental illness strikes your family. 1951. Public Affairs Pamphlet No. 172.

TAPES

Dialogue for our time: narcotic addiction. NYSNC. 1 reel. F-NYSNC.
Interview with a young man about the destructive effect of drugs on his marriage. Tape No. 7.

THE STUDENT AS A MEMBER OF THE COMMUNITY

OVERALL TEACHING OBJECTIVES

- To promote an awareness of existing community facilities for recreational activity and cultural enrichment, such as parks, zoos, museums, and cultural centers
- To encourage the expanded use of community facilities
- To encourage participation in community activities for personal enjoyment and for the benefit of the community

RECREATIONAL AND CULTURAL OPPORTUNITIES

GENERAL TOPIC

What community facilities are available for recreational activity and cultural enrichment?

TEACHING OBJECTIVES

- To encourage use of the community's park and picnic areas
- To promote an acquaintance with zoos, museums, theaters, etc.
- To introduce community musical and theatrical organizations
- To develop awareness of special community cultural offerings, such as foreign films, dance troupes, Broadway plays

STUDENT UNDERSTANDINGS

- The community supports many public parks, picnic areas, and zoos.
- There are many area museums housing displays on a variety of subjects.
- The community supports several musical and theatrical groups and encourages special cultural offerings.

CONTENT

- What area parks and picnic areas are for public use?
- What types of animals are housed in the local zoos?
- What kinds of museums are open to the public of this area?
- Are there active area musical and theater groups?
- Are there groups which sponsor special musical and/or dance concerts, films, plays, and lectures?
- How are these events scheduled?

TEACHING METHODOLOGY

Introduce the students to an area park by sponsoring an opening week picnic lunch. Due to the early scheduling, make arrangements through the center as described in Appendix B, Field Trips, p. 307.

Aid the class in investigating other community recreational facilities by conducting a student survey.

- Use local, county, city, and special interest maps; city directories; telephone books. Use file folders for collecting newspaper and pamphlet information.
- Mimeograph charts which provide information on admission costs, hours of operation, location, and available transportation from students' homes.

Invite a guest speaker from the City Parks Department or the County Highway Department (see Appendix B, Inschool Speakers), and suggest that he discuss the operation of his organized recreational program. Ask that he also answer questions which have arisen during the students' preliminary research.

Ask the guidance counselor to outline the types of information the speaker might provide about available jobs in his department.

Set up assignments for photographic essays.

- Suggested topics
  - People Relaxing
  - People at Play
  - A Family Picnic
  - Music in the Park
  - The Zoo Story

Provide the photographic materials so that students may take a series of pictures explaining an assigned topic. Arrange a time schedule for class presentation, and suggest that the accompanying narrative be done orally or in captions.

Interclass and intraclass athletic competition can be held at a local park on a formal or informal basis. This activity should be sponsored by the center to provide adequate insurance coverage.

Encourage the participation of a center team in a local sports league and request a center faculty advisor.

Set up a student committee to compile information on the location, hours, and admission fees of all the local zoos.

Allow the class to choose a site for a desired field trip according to the procedure outlined in Appendix B, Field Trips, p. 307. If desired, the teacher may encourage students to invite their families to enjoy the day with them. Conduct a class contest for the best candid photographs taken on the field trip to heighten interest.

Discuss the personal experiences of those students who have visited museums and who may have information to offer the others as an introduction to local museums. Check the center file folders for pamphlet and newspaper materials on the types of museums available to the community, their content, hours, location, and admission price. (See Appendix A, File Folders, p. 304.)

Have students arrange interviews with people who prepare exhibits and displays using the procedure outlined in Appendix B, Out-of-School Interviews, p. 305. These resource people can provide valuable information but are seldom available for speaking engagements. Allocate class time for student reports on the information gathered.

Invite guest speakers to provide added scope and data. (See Appendix B, Inschool Speakers, p. 305.)

- Select speakers who have reputations as leaders in a particular field whose content is on display at a specific museum. Museums usually have educational staffs whose members are available as speakers.

- Consider the interest of the students in the specialty of the museum. (See *Schools and Museums*, the New York State Education Department pamphlet.)

- Provide the speaker with information covering the characteristics, knowledge, and interests of the students and the specific material under discussion. Give him a list of questions for which the students desire answers. After the presentation, use student-and/or teacher-prepared questions to initiate discussion and to stimulate interest in seeing the pictures, paintings, or other exhibits mentioned. Introduce the field trip, and appoint a student chairman to arrange details.

- If there is more than one museum in the community, the class, after having developed some knowledge of their offerings, may vote to decide which one(s) to visit. (See Appendix B, Field Trips, p. 307.)

- If a consensus cannot be reached, divide the class into small interest groups of four to five students, and allow each group to develop its own field trip. (See Appendix C, Small Group Projects, p. 309.) These groups may then pool their experiences through a series of culminating class reports.

Encourage students to bring in recordings of various types of music. Introduce the study of community music offerings by a class discussion on one or more of the following topics:

- A recent area concert (possibly attended by students.)

- Folk records

- Soul music

- Rock and roll

- What music does for the individual

- Invite the publicity and membership chairmen of some local musical groups to speak to the class.
  - The choice of speakers should stem from discussion of the musical types enjoyed by the students.
  - A student committee should handle the details. (See Appendix B, Inschool Speakers, p. 305.)
  - At a later time, invite a guest whose music is unfamiliar to the students to broaden their exposure to all types of music. Contact local musicians unions for free offerings and lists of performers.
  - To prepare the speakers for the type of students they will speak to:
    - Acquaint the speaker with the varied musical backgrounds of the students.
    - Ask the speaker to include examples of the music being discussed in his presentation through the use of tapes, recordings, or instrumental performances.
    - Ask that the speaker include information on the possibilities for student involvement with the musical organization under discussion.

- Arrange for individual students or groups of students to visit practice sessions of the various musical groups. Ask the guest speaker for definite invitations for interested students which include the date, time, and place of the rehearsal.

- Arrange for class field trips to:
  - Community park concerts
  - Free musical performances
  - Touring musical group performances (Students rates may be available.)

- Arrange for a student talent show to take place at the center. Elected student committees should handle arrangements. The executive committee should:
  - Determine the date of the show and arrange for center clearance for the use of the auditorium. The show may be planned to coincide with the lunch hour to prevent work conflicts.
  - Show the film, *The Meeting*, to all the students before auditioning begins. The topic will promote discussion concerning the amount of support an elected group should receive from its elected body. This may increase the support extended by the student body.
  - Appoint an auditioning committee responsible for setting up an audition schedule for interested students after allowing sufficient time for rehearsals. The committee can also be responsible for arranging times and locations for tryouts, and developing a criteria to use for judging the auditioners to select the acts.
  - Appoint a publicity committee responsible for notifying the student body of the auditions, the performance, and for generating student interests in the show. They may extend their efforts to the local community if desired.
  - Appoint a staging committee responsible for arranging the acts to provide for some variety in the presentations, rather than grouping similar acts together. They should also clear the music so that two acts do not choose the same songs, as well as check the timing to determine the length of each act and the length of the show. If necessary, they may schedule a number of shows to insure that all acts chosen may be heard.

Acquaint the students with both professional and amateur local groups by means of the following:

- Set up a file folder containing data on resident professional groups, volunteer amateur groups, area instructors, and performers.

- Ask students to discuss any plays attended or seen on TV as an introduction to the study of community theaters. Ask for opinions concerning trends in modern drama.

- Have committees create bulletin board displays from theater playbills, newspaper and magazine clippings, drama criticism, etc. Assign the watching of a particular TV show, and discuss the newspaper reviews of that show to encourage student evaluations.

- Invite guest speakers who are part of the publicity or membership committees of local amateur groups. Notify the speaker prior to his speaking date concerning:
  - The interest area(s) of the students and their ranges of theater experience
  - The extent of class coverage of the local plays and theater trends
  - The desirability of an explanation of the types of activity involved in a theater production
  - The center's intent to involve the student in theater activities

- Invite local theater members to provide a skit to increase student interests.

- Ask local theater groups to extend invitations to the students to attend rehearsals. Arrange for the speaker or some other competent person to attend the rehearsal with the students interested in attending.

- Invite professional theater groups to provide guest speakers, or arrange for student volunteers to interview theater personnel at the theater or rehearsal hall. (See Student Interviews, Appendix B, p. 305.)

- Contact the director or some member of the publicity staff, and arrange for students to attend working rehearsals to provide a behind-the-scenes look at various techniques used in theater productions.
    - Amateur groups may provide free passes to dress rehearsals if prior arrangements are made. Rehearsals are usually scheduled for weekend afternoons.
    - Professional groups may also provide free passes to dress rehearsals but will more likely extend a reduction in prices. Not all groups hold public dress rehearsals. If they are open, scheduling varies with the production.
- Contact touring professional groups. The following provide opportunity for student exposure to the theater:
    - Touring companies sponsored by community theater associations often sell tickets at reduced student rates. Inquires made of the publicity committee can provide basic information concerning scheduling, costs, etc.
    - State or Federal agencies sponsor touring companies for the purpose of providing educational theatrical experiences. Inquire of the assembly planners in area school systems for information on ways center students may share school performances.
- Discuss TV programs,and arrange to visit a TV studio to observe a live performance. (See Appendix B, Field Trips, p. 307.) Address all visitation requests to the station manager or the director of a show in which students have expressed interest.
    - Discuss live TV dramas in which the actors are supplied only with the general plot,not specific lines. This should add another dimension to the students' understandings of theater.
    - Cooperate with the vocational teacher in obtaining guest speakers from the local TV station to discuss the more technical aspects of producing areas,such as sets, lighting, camera work, etc. Request that the speakers stress the occupational possibilities of such work.
- Special interest associations in the community often present programs, such as modern jazz groups, national dance troupes, touring theater groups, or foreign films,during a specific season. Encourage student use of these offerings,and arrange for exposure to as many performances as possible.
- Prepare bulletin board displays utilizing publicity material, posters, student rate costs, newspaper ads, and clippings.
- Discuss the performances of various actors and actresses, the music, the choreography, and the stage settings of any performance the individual members of the class plan to see.
- Invite guest speakers from the publicity committees of the sponsoring groups to speak to the class on their planned seasonal program. (See Appendix B, Inschool Speakers, p. 305.)
- Arrange for class attendance at some performance of interest. Have a student committee compute all costs and make arrangements to collect the money or to request funds from the center. Include cost of transportation. Family members may be encouraged to participate. (See Appendix B, Field Trips, p. 307.)

PARTICIPATION IN COMMUNITY AFFAIRS

GENERAL TOPIC

What types of student participation in community affairs are possible?

TEACHING OBJECTIVES

- To stimulate participation in community cultural activities in:
    - Musical groups
        - Bands; i.e., dance, marching, jazz, etc.
        - Choral groups; i.e., glee clubs, choirs, etc.
        - Orchestras
        - Opera companies
    - Dance groups
        - Folk dancing
        - Social dancing
        - Modern dancing
        - Native dancing
        - Ballet
    - Theater groups
        - Actors
        - Set workers; i.e., set builders, painters, electricians
        - Makeup artists
        - Costumers

- To introduce the students to community service agencies and their functions

- To provide orientation to volunteer services in various community agencies

- To encourage volunteer participation within one or more of these agencies

- To provide the opportunity for experiencing the personal benefits which accrue from volunteer work

STUDENT UNDERSTANDINGS

- There are many varied volunteer activities within the community.

- There are many community benefits which are the result of volunteer service.

- There are opportunities for participation within the community's cultural and service groups.

- Volunteer service can afford much personal satisfaction.

CONTENT

- What types of musical groups are active in the community?

- In what kinds of music do they specialize?

- What kinds of opportunities for group participation do these groups offer?

- How are new members selected?

- What types of dance groups invite community participation?

- In what type(s) of dancing do they specialize?

- Do they accept new members?

- What are the membership requirements?

- In what capacities do the community theater groups invite participation?

- Are there openings for new members?

- What types of service organizations exist in the community?

- What kinds of help do the community services need?

- How may the center initiate and encourage student volunteer activity?

TEACHING METHODOLOGY

Discuss the use of leisure time after showing the film, *When Your Time Is Your Own*. Since this film suggests many possible leisure time activities, it can initiate a discussion of the needs of the local community. If there is dissatisfaction with the way things are or an expressed desire for change, these may be used as stepping stones toward productive action.

- Introduce cultural opportunities by any of the following methods:
  - General coverage films, such as *The Now Arts*, *Sights and Sounds of Youth*.
    - This film may be introduced by a brief class discussion covering areas of student artistic interest, such as music, drawing, or sculpture. Questions may help initiate the discussion: "Do you like to sing?" "Do you dance?" "What kinds of dancing do you enjoy?" "Have you ever done any clay modeling?" "Finger painting?"
    - After the film is shown, continue the discussion. Try to involve all students by posing questions such as: Which type(s) of activity did you like best?" "Do you think you could do something similar?" "Did the film give you any ideas to try at home?"
    - Encourage the students who show interest in a specific area of involvement by providing further information, especially on the techniques needed, through the use of books, pamphlets, and films.
  - Show specific films of interest or of particular pertinence to a majority of the class and follow with a discussion which emphasizes the relationship of the materials presented in the film to their personal lives. (See film list covering a variety of areas, such as art, music, dance, and the theater, at the end of this unit.)
  - Invite guest speakers representing the membership committees of various groups to encourage students toward active involvement.
    - Inform the speakers in advance about the extent of the program; furnish information concerning the characteristics of the class, and include such information as their ages, abilities, and interests.
    - Request that the speaker extend invitations to the students to visit rehearsals and to work on shows.

- Make definite arrangements with the speaker to serve as host and guide when students attend a rehearsal. (See end of this unit for a list of possible cultural groups that may provide guest speakers.)

Encourage independent exploration resulting from increased student interest in specific topic areas which may have been revealed by the community cultural survey. Encourage willing students to cooperate with the communications teacher in making topical reports. They may obtain needed information from the teacher's reference list included at the end of this unit; from locally concerned groups; from the councils or centers for the arts which may be found throughout the State. (See introductory list or resource addresses included at the end of this unit.)

Introduce the students to the varied spectrum of community service agencies by developing a bulletin board containing pamphlet information and publicity posters. Students may obtain data from the community United Fund agency, social services agency, or the individual agencies themselves.

Assign a student or a small group of students to investigate one particular community service agency and compile materials explaining the function and structure of the agency. They may interview agency personnel to determine the agency's role in the community life. They may ascertain whom they serve, how much work is done by volunteers, and what the need is for volunteers. (See Appendix B, Out-of-School Interviews, p. 305.) Set up time for students to deliver reports to the class so that all of the students may receive an overview of the community's service agencies.

Invite a guest speaker to conduct a general discussion of the various community agencies. Notify the speaker about the general scope of the information desired, the intent of the teacher to involve the students in community affairs, and the varied characteristics of the students, including their attitude toward volunteer work.

Invite a guest speaker who will stress the importance of volunteers to these agencies and will describe the amount of work volunteers contribute. The guest speaker may represent the community's volunteer bureau, United Fund staff, or local chamber of commerce. Ask that he provide information concerning the variety of agencies desiring volunteers and the number of available positions open. He might also specify the variations in the amounts of time a volunteer may contribute.

Use a film like *The Long Way Back* which stresses the need for mental health volunteers. Utilize the services of a counselor to point out the vocational opportunities which may develop.

After establishing a background for volunteer work, invite a speaker from the volunteer bureau to visit the center to act as a service recruiter. Since most agencies need male volunteers, they are anxious to schedule men into any available time period.

Arrange the students' time so that they may be able to volunteer individually, in small groups, or as a class. The center might also provide released time clearance to aid the timing problem. If desirable, obtain center permission to publicize the students' willingness to volunteer. Use a student committee to develop releases for the press, TV, and radio.

Arrange a time for group discussion so that there can be a sharing of experiences. In this way, the students can better appreciate both the diversity of volunteer opportunities and the nonmonetary rewards of their efforts.

Point out additional benefits which may accrue to those working as community volunteers, such as:

- Acquaintance with community members who may act as valuable references for later job placement.

- Knowledge of occupational fields in hospitals, schools, charitable organizations, and other service agencies.

TEACHING MATERIALS

BOOKS

Faison, A. L. *Art tours and detours in New York State*. New York. Random House. 1964.
A description of the contents of selected museums in New York State.

University of the State of New York, State Education Department, Division of the Humanities and the Arts. *Encounter with the performing arts*. Albany. The Department. 1968.
A report on the 1967 Performing Arts Convocation which includes the major addresses, synopses of performing arts curriculum in various schools, and an extensive resource list.

PAMPHLETS

University of the State of New York, State Education Department, Curriculum Development Center. Albany. *Schools and museums.* The Department. 1968.
A synopsis of the services available from museums which might be used to widen the exposure of students to topics being studied.

University of the State of New York, State Education Department, Division of the Humanities and the Arts. Albany. *An invitation to the performing arts.* The Department. 1967.

FILMS

Amazing what color can do. AF. 12 min. sd. color. F-AF.
A picture which demonstrates the use and appeal of color in modern living.

Art from scrap. CRAF. 1955. 5 min. color. R-IFB.
Sixth and seventh grade students are shown producing creative works from scraps of felt, pipe cleaners, and candles.

Art: what is it? why is it? EBE. 30 min. sd. color. R-SUNYA.
John Canaday demonstrates man's preoccupation with art and its various facets through the ages.

Community responsibilities. NFBC. 1955. 10 min. sd. b & w. R-CONTF.
A general coverage film of the duties of the members of a community.

Eye of an artist. NFBC. 21 min. sd. color. R-BAILEY, IFB.
A lesson in observation, showing the beauty found in nature, in unusual shapes, colors, and textures.

John Hirsch, a portrait of a man and a theater. NFBC. 1965. 28 min. sd. b & w. R-CONTF.
The story of the founding of a community theater, the Manitoba Theater Center.

The long way back. IFB. 1963. 22 min. sd. b & w. R-IFB.
Informs potential volunteers how they might provide a link between the community and a patient in a mental hospital.

Marching the colors. NFBC. 1942. 3 min. sd. color. R-CONTF.
The portrayal of a march by the use of moving colors.

Monotype prints. BACHRR. Rev. 1969. 5 min. sd. color. R-BAILEY, IFB.
Illustrates the process of making monotype prints by using liquid cement on glass.

Music from oil drums. FRSC. 15 min. sd. b & w. R-BF.
Describes the steel drums of Trinidad and shows how they are made, tuned, and played.

The now arts, sights and sounds of youth. NYSED. 1969. 30 min. sd. color. R-TG. F-DHA.
A film intended to involve students in the arts as they are now conceived.

Portrait of an artist. NFBC. 1964. 28 min. sd. b & w. R-CONTF.
Artists from Africa, Brazil, and Canada comment on the meaning and function of art.

Sculpturing is fun. UWF. 10 min. sd. b & w. F-UWF.
Illustrates the art of soap sculpture in simplified form for beginners.

The theater. EBE. 30 min. sd. color. R-SUNYA.
Considers the three main elements of a play - the play itself, the actors, and the audience.

Torn paper. BACHRR. Rev. 1969. 5 min. sd. color. R-BAILEY, IFB.
Demonstrates this unique form of art expression.

Toronto jazz. NFBC. 1965. 27 min. sd. b & w. R-CONTF.
Features a cross section of jazz bands in Toronto, regarded as the third largest jazz center in North America.

Vaillancourt. NFBC. 1964. 18 min. sd. b & w. R-CONTF.
Introduces a Montreal sculptor who creates abstract iron art works using hammers, axes, and cutting torches in his foundry studio.

We have no art. BG. 1967. 26 min. sd. color. R-BG.
Art structure in action utilizing inspirations from street scenes and Madison Avenue ads to quotations of famous men.

When your time is your own. NFBC. 1965. 22 min. sd. b & w. R-CONTF.
Illustrates possible uses of leisure time.

COUNCILS ON THE ARTS AND COMMUNITY CULTURAL CENTERS

CENTER FOR THE ARTS AT ITHACA
Mrs. Mary V. John, Managing Director
213 E. Seneca Street
Ithaca, New York 14850

COUNCIL ON THE ARTS OF CLINTON AND
ESSEX COUNTY
Plattsburg, New York 12902

JOHN F. KENNEDY EDUCATION, CIVIC
AND CULTURAL CENTER
Silas Edman, Executive Director
County Executive Building
Mineola, New York 11501

LEAGUE OF INDEPENDENT CULTURAL
AND EDUCATIONAL ORGANIZATIONS
Dr. Nicholas Gualillo, Director
417 S. A. & K. Building
Syracuse, New York 13202

NEW YORK COUNCIL ON THE
ARTS
121 East Genesee Street
Syracuse, New York 13201

NORTH SHORE COMMUNITY ARTS
CENTER
c/o Executive Director
236 Middle Neck Road
Great Neck, New York 11021

ROBERSON CENTER FOR THE
ARTS AND SCIENCES
30 Front Street
Binghamton, New York 13902

WESTCHESTER COUNTY CENTER
Tarrytown Road
White Plains, New York 10607

Cultural opportunities in the community may lead to great satisfaction through the wise use of leisure time.

"Have you ever done any clay modeling? How about finger painting?"

THE ODDS ON TOMORROW

The following material is for use with the filmstrip, *The Odds on Tomorrow*. See Appendix A, Techniques for Using Audiovisual Aids, for instructions on using the filmstrip. This filmstrip is designed to give a general overview of a program for unemployed, out-of-school youth which can be conducted using the guidelines and curriculum materials contained in this publication.

The filmstrip, available from local superintendents or supervising principals, is designed for use with potential supporters of an out-of-school youth program - school board members, local educators, and community leaders; staff members being oriented prior to the establishment of a local program; and unemployed youth who are potential students in the program. Thus, the filmstrip will be useful in gaining the necessary community support to establish an out-of-school youth program, orienting new staff members to the program, and recruiting students for the program.

SUGGESTED QUESTIONS FOR DISCUSSION

Since *The Odds on Tomorrow* may be used for different types of audiences, three sets of discussion questions are included below which can be used for the type of audience indicated. These questions may be used after the presentation of the filmstrip to promote further understanding and interest.

COMMUNITY LEADERS

1. Do you think there is a need in our community for a program such as this?
2. Is anything being done in our community now to help the high school dropout? Explain.
3. How many students could be recruited for this program?
4. How can we find the potential students for this program?
5. How can we interest the dropout in joining the program?
6. Where can money be found to finance this program?
7. Should a temporary committee be organized to explore the feasibility of establishing a program?
8. What various community agencies and organizations would be interested in representation on such a committee?

STAFF

1. Do you foresee any problems in establishing our program?
2. Is our situation in this community substantially different than that portrayed in the filmstrip? Explain.
3. Should our program operate as the one in the filmstrip? What modifications may be advisable?
4. What qualities should a teacher (or counselor) have to be able to work successfully with this type of youth?
5. What physical preparations should be made to insure that such a program will begin smoothly?
6. What can we do now to help staff members be prepared to meet the new students when the center opens?
7. What special problems of these students should the staff be aware of on opening day?
8. What special problems will be likely to present themselves during the first month of operation?
9. How can each of the above problems be alleviated?
10. What special satisfactions are there for those working with this type of student? How can they be realized?

POTENTIAL STUDENTS

1. Lets talk about Pete and Anita as they were at the beginning of the story. Do you think there are young people around this neighborhood who feel like Pete and Anita did before they went to the learning lab? Why?
2. If you are just hanging around the street, with no steady job, like Pete at the beginning of the story, what is the next best step you can take? What could Pete have done instead of going to the learning lab?
3. If you were Pete, what course of action would you have taken? Why?
4. Do you think Pete got anything out of going to the learning lab, or was he just going for the money?
5. Could Pete have made just as much money hustling in his neighborhood as going to the learning lab? Why do you think he agreed to go in the first place?
6. Why did Pete stay in the learning lab even though he had dropped out of high school?
7. Do you think Pete enjoyed going to the learning lab more after a few weeks of it? Why?
8. What do you think will eventually happen to Pete? Why?
9. Would any kids around here want to go to a learning lab if they had the chance? Why?
10. Do you think such a learning lab would be popular here? Why?

TEXT OF THE SCRIPT

The following text of the filmstrip is provided to assist discussion leaders who wish to read it before the formal presentation is made in order to better prepare themselves as a discussion leader.

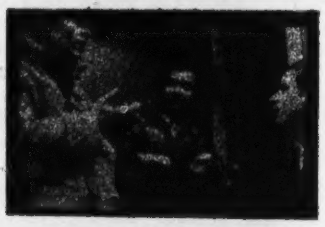
Sound

Frame

(1) *Narrator*. Now this isn't such a bad place. A man comes here and hangs around because here's where it's at, for him.

(2) He can get the odds on tomorrow here; and the feel of the ground under his feet is as hard as a rock.

(3) To a man who hasn't had his feet on the ground for a long time that's something.

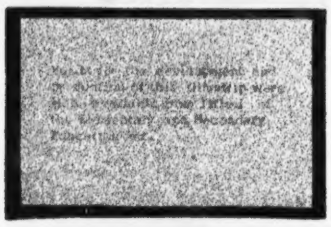


(4) *THE ODDS ON TOMORROW*

THE ODDS ON TOMORROW

(5) *No text*

(6) *No text*

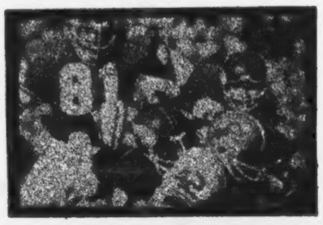


(7) *Narrator*. The way Pete looked at it, the most honest thing that he did was to quit school. He wasn't learning anything. He could have stayed and been pushed along and maybe graduated. But he'd had enough.

(8) *Pete*. Look, most of the time I didn't know what the teachers were talking about. I couldn't do the homework, and who needs it anyway?

(9) The guys like me I see working don't need math or English... or science, or history. Most people I know, never use what comes out of a schoolbook.

(10) You take ballplayers, singers, fighters - if you got it, and get a break, you make it, and school doesn't mean a thing. Well, I'm no star so if someone's got an angle on how to make it, I'll listen.



(11) *Narrator*. Anita dropped out of high school when her mother died. She went to work to help keep the family together.

(12) Pete always found himself with very little to say when she was around. This time Anita found something to say to him.

(13) *Anita*. Pete, I hear you dropped out of school.

Pete. Yeah, it was getting to be a waste of time.

Anita. Have you got a job yet?

Pete. No, I thought I'd just look around for awhile.

(14) *Anita*. You might not like what you find - take it from me - I wish that I didn't have to work where I do.

(15) *Pete*. Well, I can't stay in school with those kids anymore. That's for sure.

(16) *Narrator*. Pete and Anita began to see a lot more of each other after that. Pete's spirits weren't usually very high.

(17) What work he could find was unskilled, without much promise for the future.

(18) There was getting to be as little point in working as there had been in going to school. Maybe he could make his bread some other way.

(19) *Anita*. Hey! You can help me celebrate tonight - I quit my job in the laundry! I'm going back to school - kind of - only not with kids in the old way. And I'm going to make some money while doing it too!

(20) *Pete*. They couldn't get me back in school even if they paid me.

Narrator. Pete talked tough, but inside, he thought that maybe he had made a mistake in quitting school. He hadn't been able to get anywhere without it, but he felt that he couldn't go back to the same old place with those young kids.

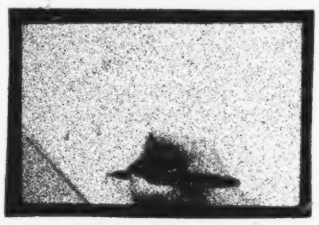
(21) It wasn't too hard to get Pete to go along to the first session the following Monday morning.

(22) *Johnson*. I'm going to come right to the point. Each of you is here because you need to learn enough to get a job with a future. We've made it possible for you to earn enough to live on, while you're here - and we hope to make it possible for you to learn while you are here.

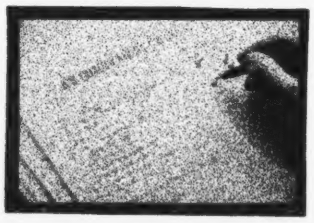
(23) We're going to help you find out what you want and need from us, and then we're going to help you get it.

(24) *Narrator*. After the meeting, everybody split up into small groups of students and staff members. To start with, each student filled out some "self-evaluation" sheets.

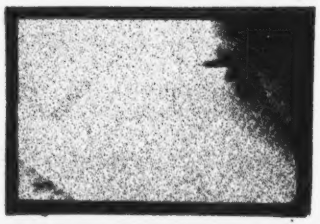
(25) The Student Success Inventory asked each individual to determine how much, or little, he had of each of those personal characteristics which lead to success.



(26) The Job Qualification Checklist dealt with the student's opinions regarding his characteristics, interests, and skills.



(27) The Occupational Preferences sheet permitted the students to indicate their goals in life, and the types of work they most wanted to do.



(28) *Staff member*. This is an interaction seminar. That means that all of us have got to open up and get into the discussion. Let's start by talking about the kind of work you'd like to do.

(29) *Student*. Are we going to level with each other here?

Staff member. Of course. What's on your mind?

(30) *Student*. Well then, let's face one thing--I don't care what training we get, or how smart we are--most of us haven't got a chance at real jobs. What good's an education if the only jobs we can get are frying hamburgers?

(31) *Staff member*. If you believed that completely, you wouldn't be here. You know what's been happening as well as I do. Many good jobs are going begging, looking for qualified minority people. College space is being provided for those even partially qualified.

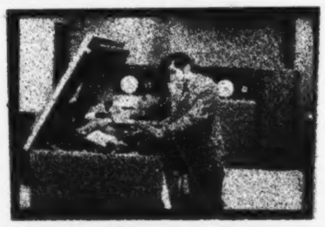
(32) So, if that's the way you're thinking--you're just copping out. You've got to build some confidence in yourselves and in your ability to learn. That's going to be one of the big things we can accomplish here.

(33) When I was a kid I used to dream about being an airline pilot. Do you know how many guys like me are airline pilots? Not many! It takes years of training, working and waiting, and very few make it. But--do you know how many other good, well-paying, responsible jobs there are in aviation?

(34) There are the men and women who handle passenger service, ticketing, and reservations.

(35) Thousands of tons of valuable freight are now airlifted across the country and around the world daily by skilled ground and air crews.

(36) Most airlines operate large computer centers which control and coordinate all of their operations. All kinds of new jobs have opened up here. Jobs that you can train for--and all a part of the team that keeps the pilots flying.

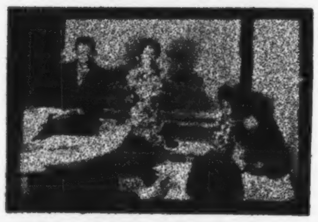


(37) In the weeks ahead we'll take a look at jobs that interest you in industry and government. We'll visit some of them or have their representatives visit us. Let's take a break.

(38) *Narrator*. During the break they discussed the election of student representatives to the governing body of the learning lab. Every 2 weeks, a new set of representatives would be chosen by the students. In this way, all would have an opportunity to take a hand in guiding the groups activities.

(39) In order to develop reading, writing, and arithmetic skills, it was decided to divide into small, individually tutored groups.

(40) This was alternated with seminars devoted to self-understanding, understanding others, and the relationships of people in society.



(41) Simulated job interviews developed poise and the ability of the students to express themselves and feel at ease in new situations.

(42) Field trips to offices, helped students to understand their job opportunities better, such as those in the communications areas and advertising, broadcasting and publishing...

(43) ...the uses of writing and art in communication, and how these were translated into print and film.

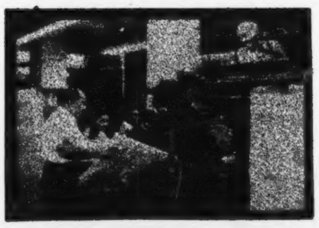
(44) For those interested in exploring further, visits to art classes offered insights into the learning process of the arts...

(45) ...the relationships between students and teachers...

(46) ... and an opportunity to express themselves as well.

(47) The graphic reproduction process--ranging from handmade art prints--

(48) ... to high-speed photo lithography and all of its involved skills, offered a seemingly endless variety of interesting work opportunities.



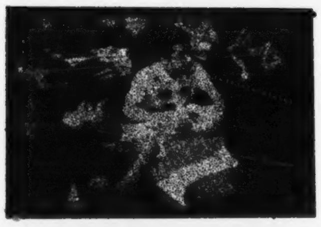
(49) By understanding the photographic process, students were able to begin to make their own audio-visual presentation.

(50) Field interviews and surveys conducted by the students helped to develop their communications skills and feeling of involvement with their community.

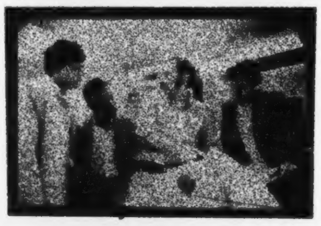
(51) Public employees in charge of community facilities provided added information about local conditions and about job opportunities in civil service.

(52) Successful business managers of varying backgrounds offered valuable advice about job opportunities in their industries...especially those which had good futures.

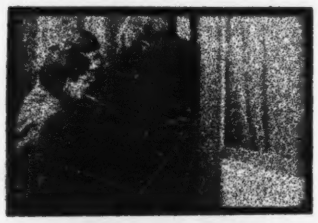
(53) Pete and Anita are on their way. They're going to get the knowledge and skills they need to "make it."



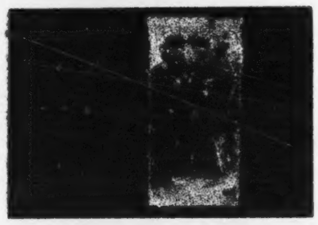
(54) Whether it's in a lab or a shop...in the arts or in business...they're going to find their place.



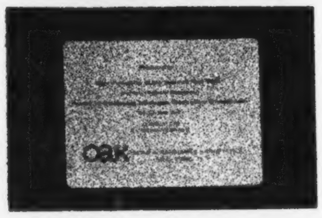
(55) The street's a little emptier and a little lonlier now, with Pete gone. They keep telling each other that he'll be back, but no one believes it for sure and the street feels colder and harder.



(56) All men and women need some way to make a better life for themselves...and a place where they "belong." Only, if that place is the street...then it's nowhere.



(57) End title



APPENDIXES

PAGE

APPENDIX A: TECHNIQUES FOR USING AUDIOVISUAL AIDS outlines suggestions for students and teachers to promote efficient and creative use of a variety of classroom aids. 301

- Commercial films and filmstrips
- Student-developed movies
- Video taping
- Audio-tape recordings
- Still prints and slides
- Overhead projectors
- Opaque projectors
- Bulletin boards
- File folders

APPENDIX B: TECHNIQUES FOR USING COMMUNITY RESOURCES suggests procedures for the utilization of area personnel and for the promotion of good public relations between the citizenry and the center. 305

- Resource persons
- Inschool speakers
- Out-of-school interviews
- Field trips

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APPENDIX C: TECHNIQUES FOR ORGANIZING STUDENT ACTIVITIES contains projects designed to stimulate cooperative staff-student involvement and participation. 308

- Student informing activities
- Survey assignments
- Group or individual reports
- Teacher-led discussions
- Student-involvement activities
- Student-teacher planning
- Discussion groups
- Small seminar groups
- Small group projects
- Role playing
- Classroom debate
- In-out groups
- On-the-spot technique
- Student-produced listening tapes

APPENDIX D: PRODUCERS AND DISTRIBUTORS contains a coded, annotated, alphabetic listing identifying producers and distributors of films and filmstrips mentioned in the teaching material bibliographies. 312

APPENDIX A - AUDIOVISUAL AIDS

Audiovisual aids can provide enormous variety to classroom instruction if the equipment, both hardware and software, is kept in good repair and the materials *accessible* to both students and teachers. Representatives of equipment suppliers are often willing to provide preservice orientation in the use of audiovisual equipment for the instructors. Instructors, in turn, should be ready to suggest ways in which students may use these teaching aids as part of their participation in classroom activities.

"Involvement" is the keyword for successful implementation of an audiovisual aids program. After absorbing techniques from prepared programs, both teachers and students can and should prepare transparencies, posters, photos, slides, movies, tapes, video tapes, file folders, and bulletin board displays.

It is not enough that the instructor simply inform the students that the equipment is available, nor can he expect that an explanation of how to operate the equipment will insure its proper and frequent use. He must explain the potential of each particular audiovisual aid and then encourage the student's creative and responsible experimentation. He must also create opportunities for each student to present his effort to the class. This is an essential culminating experience, an aspect of the program which can stimulate the student's personal commitment to the total learning process. Eventually, experienced students can even act as instructors and coordinators of audiovisual aid teams, servicing an entire system.

COMMERCIAL FILMS AND FILMSTRIPS

- Choose films and filmstrips carefully. Consider:
  - The purpose
    - Will the film or filmstrip introduce, reinforce, or broaden specific concepts? (Do not allow the film or filmstrip to dictate instructional objectives.)
  - The identification factor
    - Do the characters in the film or filmstrip reflect the socioeconomic levels, the ages, the racial or ethnic groups familiar to students?
    - Does the film or filmstrip present situations with which students identify?
  - The setting
    - Does the film or filmstrip portray a familiar environment?
    - Does it reflect current conditions or movements in such areas?
  - The plot
    - Is the problem presented true to life? Does the film or filmstrip present realistic solutions to problems which the student faces?

Commercial films and filmstrips that meet the above criteria are becoming increasingly available. The instructor should, however, consider the possibility of students making their own films by using super 8 mm. equipment and a taped script. (See next section.) They might also plan a film program with neighboring learning laboratories as an intergroup activity.

- Preparation
  - Arrange the seats, screen, and projection units so that each student can see and hear.
  - Provide for adequate ventilation.
  - Check the projector for mechanical problems.
  - Darken the room.

- Preshowing instruction
  - Explain the relationship between the concepts presented in the film or filmstrip and the course of study.
  - Preview the film to clarify any ambiguous concepts presented in the film or filmstrip.
  - Suggest that the students note certain aspects of the narrated discussion.
  - List on the chalkboard any questions which arise during the preliminary discussion.
  - Present a list of questions which are answered by the film or filmstrip.
  - Read and follow relevant suggestions in the teacher's guide.
  - Work out a schedule which allows enough time for the introduction, the film or filmstrip, and the followup question-and-answer session.

- Showing the film or filmstrip
  - Begin immediately after your introduction.
  - Maintain volume at a proper level.
  - Maintain a sharp focus.
  - Be prepared for technical emergencies, such as burned-out bulbs or broken films.

- Followup procedures
  - Evaluate the film or filmstrip so that students can identify the understandings to be derived.
  - Review preliminary questions, and allow the students to determine whether the film has given satisfactory answers.
  - Ask specific students whether they felt the film presented a satisfactory point of view. Discuss these opinions.

STUDENT-DEVELOPED MOVIES

- After some instruction in the use of 8mm. cameras and projectors, students may proceed to the production of their own ideas. Students may prepare:
  - Documentaries; i.e., *This Is My Neighborhood Or Job*
  - Commercials
  - Playlets
  - Newscasts

- Suggested procedure
  - Read the article on student-made films in the December 1968 issue of *Grade Teacher* entitled "Seeing It Like It Is" by Edward Dubrowsky. A copy may be obtained free of charge from Urban Media Materials, Box 133, Flushing, New York 11365.
  - After a general introduction to the topic area, divide the class into groups of five, and assign such tasks as the selection of an idea or the creation of a script outline. Caution students against planning any initial film venture longer than 10 minutes.
  - After the groups present ideas, the class should select the most suitable and make added suggestions. Using the ideas culled from this discussion, volunteer writers, aided by the instructor, should begin to set up the action. They might also plan an accompanying narrative to be taped.
  - Conduct tryouts for parts, and set a rehearsal schedule.
  - Arrange a careful shooting schedule to forestall unnecessary editing.
  - Conduct a "film festival" of features made by various classes competing for specialized awards.
  - If equipment is available, do video taping by the methods already outlined for developing movies.

VIDEO TAPING

- Tape resource persons for lecture followup. (See Appendix B)

- Use the tapes as a device for reviewing subject matter or for making up sessions for absentees.

- Develop a tape library of materials presented by outstanding resource persons:
  - Union and company representatives
  - Minority group leaders
  - Vocational advisors

- Set up a library exchange program with other centers.

AUDIO TAPE RECORDINGS

- Instruct the students in the mechanics and the usage of the tape recorder:
  - Explain proper care
  - Demonstrate uses
  - Provide directions for each student
  - Have each student record and play back a brief message

- Encourage the student to use the tape recorder as a means of improving communication skills:
  - Tape a class discussion. Ask the class to listen and notice those students who:
    - Always talk
    - Never talk
    - Carefully develop comments
    - Jump to conclusions
  - Encourage students to tape oral reports before a class presentation. This practice helps develop:
    - Clarity of tone and thought
    - A varying tone of voice
    - A sense of timing
    - An effective pace

- Tape interviews with such community resource people as employers, shop stewards, successful employees, and community leaders who cannot address the group in person. Replay for a class discussion of the expressed opinions and the values in the information provided. Discuss, also, the success of the interviewer in attaining his objectives through a smoothly conducted interview.

- Provide some time to tape informal discussions of current problems. Exchange tapes among classes, and collect further data by adding each group's reactions. Replay to initial groups to expose them to other solutions and viewpoints. Keep the tapes for use at a later date for further evaluation of changes in opinions or attitudes.
  - Encourage students to use tapes to:
    - Improve their ability to express themselves
    - Listen to their own ideas on tape
    - Revise explanations to clarify meaning
    - Request teacher evaluation to reinforce learning experiences

STILL PRINTS AND SLIDES

After instruction in camera procedure, students may desire to add visual information to written and/or oral discussion.

- Use prints to stimulate class discussion of job opportunities, recreational facilities, and job conditions.

- Assign topics for possible visual compositions,such as:
    - *My Family*
    - *My Neighborhood*
    - *A Hobby*
    - *A Dream*

- Add desired explanatory material.
    - Written captions
    - Taped explanations
    - Oral explanations

By observing classwork, teachers and counselors may gain insights into the students' views of the world which may be valuable for better understanding.

- Unposed snapshots taken by the teacher or a student during animated group discussions or role-playing situations can provide the student with information concerning his class participation, his attitude toward other members of the discussion group, and his own self-control. (A polaroid camera offers the advantage of almost immediate use of the graphic without the waiting time necessary for the developing of negatives taken by conventional cameras.)

- The following sources of information may be of interest to both students and teachers:
    - Taking better pictures
        - To take better pictures more easily, obtain *10 Tips That Guarantee More Good Pictures*. Virginia Photo, Inc., Box 7, Richmond, Va. 23201.
    - Tips from the experts
        - One of the leading firms in the photographic business offers a series of excellent booklets free of charge, *Basic Picture Taking, Professional Photography*, and *Applied Photography*. These booklets also list the best available materials on photography. Eastman Kodak Company, Editorial Service Bureau, Rochester, N.Y. 14608.
    - *Hobby Films*
        - This great catalog of films contains many on popular hobbies. It also includes tips on showing these films effectively. Public Information Department, National Association of Manufacturers, 227 Park Avenue, New York, N.Y. 10017.
    - The photography bug
        - Photography can be an educational and profitable hobby. *Twice the Fun* and *How to Build Your Own All-purpose Dark-Room Cabinet* are invaluable aids. Both booklets explain various techniques for setting up and using darkrooms. Ehrenreich Photo-Optical Industries, Inc., 623 Stewart Avenue, Garden City, N.Y. 11530.

OVERHEAD PROJECTOR

- After some instruction, students,as well as teachers,may use the overhead projector as a means of giving video-aided lectures.

- Distribute duplicated forms of a transparency which require detailed procedures for completion. Using an overhead projector, demonstrate the correct procedure as students follow on their copies.

- Prepare a basic diagram of a process containing several steps such as setting up an assembly line, illustrating the four-strokes of an engine, and the wiring of a doorbell.
    - Draw an arrow to each part under discussion.
    - Extend a line through each section discussed to indicate the sequential order in the process.
    - Use different colors to indicate different occurrences, such as piston strokes in 4-cycle engines.

- Prepare an outline of a lecture, and uncover the main points as they are presented.

- Prepare simple stick figure scenes, and ask students to supply appropriate dialog.

- Ask a student to copy a sample of his work onto a transparency. Use these sheets to encourage student self-evaluation, to stimulate students to do good work, and to provide worthwhile models.

- Encourage all students to prepare transparencies for use in class presentations. They may use stick figures and simple diagrams to produce adequate detail.

- Prepare simple quizzes on transparencies:
    - Multiple choice
    - Fill in the blank
    - Diagrams
    - On a second transparency, which fits over the first, indicate the correct answers. This second sheet may be used for self-correction of the quizzes by the students.

- Using transparencies, students may discuss kinds of information needed in specific trades. This may be done for a class group or for an individual utilizing free time.
  - Mathematical concepts (Fractions - percents)
  - Linear measurements
  - Illustrate the various types of graphs and charts useful in certain kinds of work

Many of the materials for overhead projectors will be available at the instructional materials center of the school district.

- Professionally prepared transparencies plus guides
- Professionally prepared mastersheets for making transparencies at the school
- Clear acetates for making transparencies
- Reprocessed X-ray film sheets
- Colored acetates
- Wax pencils (opaque)
- Felt tip marking pens with water soluble inks

OPAQUE PROJECTORS

Use opaque projectors to show pictures, charts, graphs, and/or printed materials from sources such as magazines and books. The projectors provide enlarged pictures exhibited on a screen so that a class-size audience may use material from a single book or magazine without its removal from the source.

The picture to be projected should lie very flat on the screen, otherwise portions will be out of focus even after adjustment. In order to avoid delays, arrange pictures in a pile in the order of presentation. Open books to the proper page ahead of time, or if several pages from a book are to be projected, open to the first page to be used and indicate other pages.

In order to see the projections properly, the room should be darkened to a greater degree than is necessary when using filmstrips or moving picture films. Experiment with some of the pictures to be shown in advance of the class to determine whether sufficient darkness can be obtained. At this time, the proper distance between the projector and the screen can be determined. Generally, an opaque projector must be placed much closer to the screen than a filmstrip projector. Use an extension cord to achieve desirable maneuverability.

BULLETIN BOARDS

- Bulletin boards are of more interest if they are the creation of students or display good student work.
- Set up a colorful display of captioned pictures related to a topic soon to be discussed.
- Prepare a display of information related to an industry or a community topic under discussion.
- Invite factories, stores, and/or military recruiting offices to display materials which might create interest in occupations available.
- Borrow a collection of book jackets from the local library and display under the caption, *Have You Read?*
- Contact The League of Women Voters for posters and pamphlets relating to election procedures and citizenship responsibility.
- Provide a current events section on the bulletin board to display newspaper and magazine clippings contributed by the students and the instructor.
- Provide colored construction paper, scissors, tacks, old calendars, travel posters, pamphlets, and a set of large size letters for students who wish to create displays.
- Suggest that students collect materials for display while on field trips or conducting interviews.
- Prepare a collage of assorted materials from various sources. Invite an art instructor from the local school system to discuss techniques.

FILE FOLDERS

A collection of file folders containing current materials on selected topics provides a quick and easy source of information to the students. These materials may be stored in the classroom or library and arranged alphabetically by subject. (Examples: labor, labor laws, labor unions, manpower; occupations: baker, carpenter, draftsman, etc.)

- Folders should contain:
  - Newspaper clippings
  - Magazine articles
  - Chamber of commerce literature
  - Industrial information
  - Lists of speakers

- Students' snapshots
- A city directory
- A telephone book
- Assorted pamphlets (health, safety, social security, etc.)

- Teachers and interested students can share the tasks of keeping the files up to date and in order.

- Suggest that the students use the materials to seek answers to questions and to find materials for bulletin board displays.

APPENDIX B - COMMUNITY RESOURCES

INSCHOOL SPEAKERS

- Various community agencies provide speakers who can assist by providing data concerning occupational and cultural opportunities.

- Speakers provide a change of pace, and their appearance in the classroom can generate interest in the community.

- Keep file folders of newspaper clippings concerning area speakers whom your class may invite to speak.

- Investigate the speaker's background and personal preference.
  - Does he prefer to speak formally to large groups or informally to small groups?
  - Does he need special equipment?
  - Is the speaker competent to speak authoritatively on the desired topic?
  - Does the speaker converse easily with students?

To prepare for the speaker

- Provide the speaker with a list of suggested topics and with data concerning the students' background and interests.

- Set an approximate time limit,and allow for a question-and-answer period.

- Give the speaker definite information about the date, time, and place of the program.

- Select students to act as hosts. They, in turn, should choose a chairman to introduce the speaker. Suggest to the students that they arrange for refreshments to be served after the discussion period, at which time they may talk informally to their guest.

- Issue invitations to other staff members and their classes so that more than one group can benefit from the talks.

- Provide the class with data on the speaker's background so that they can fully assess his views. Include such items as:
  - Occupation
  - Attitude toward pertinent community issues
  - Past services to the community
  - Reputation in the community

- Assign a student committee to work with the teacher on disseminating radio and newspaper publicity. Clear all publicity with the speaker before release to press and radio.

- Students should investigate the topic and prepare advance questions for the speaker.

- After the presentation, appoint a student to write a "thank-you note" for the class.

- Discuss the insights provided by the speaker. Reinforce materials by:
  - Individual or class assignments
  - Field trips
  - Speakers presenting other viewpoints

- The class and the teacher should determine the effectiveness of the speaker and place this information in the topic file folder. (See Appendix A, File Folders, p. 304.) Data is then available when another invitation is issued to the same speaker.

- Place a resume of reactions and other data in the file folder.

OUT-OF-SCHOOL INTERVIEWS

Choose an interviewee on the basis of background data:

- Subject matter competence

- Public stand on a particular issue; i.e., a militant, a conservative, etc.
- Job success
- Contribution to community efforts
- Image as a successful person

The following interview guide may be reproduced so that copies can be given to all students.

STUDENT INFORMATION SHEET

STUDENT INTERVIEW GUIDE

- The interviewer(s) contacts the chosen resource person (interviewee) by letter if possible. The letter should include:
    - The names of the interviewers
    - Their source; i.e., the center
    - The proposed topic of the interview
    - Three or four possible dates for the interview. Allow enough time to receive a reply before the first date mentioned.
    - A suggested time for the interview on each date given; a choice of times if possible.
    - Include five or six general questions which the interviewee might answer during the interview.
    - Request any special facilities which might be needed during the interview; i.e., provisions for video taping.
    - If after a reasonable time there is no answer, call and express concern over the possible loss of the original letter. This may speed up a reply.
- While waiting for a reply, the interviewer(s) should:
    - Prepare a detailed list of questions for use during the interview to supplement the general questions previously submitted.
    - Determine the method(s) to be used to record the information; i.e., notes, tape recorder, cameras, video tape, etc.
    - Become familiar with the operation of any special equipment to be used.
    - Make arrangements to borrow necessary audiovisual equipment from the center. Reserve it for the dates of the interview and the later class presentation.
    - Make sure the equipment can be moved easily from the center to the interview and back again.
- For the interview, the interviewer(s) should:
    - Dress appropriately; i.e., school clothes to interview a mechanic in a garage; a jacket and tie to interview a businessman in his office.
    - Arrive on time with the appropriate equipment.
    - Leave on time if a specific time has been specified.
    - Be familiar with questions to be asked.
    - Make a written list for easy reference during the interview, and leave space after each question to record the answer.
    - Allow the resource person time to answer the questions. Don't interrupt.
    - Go on tactfully with the interview if it becomes obvious that the interviewee is unwilling to answer certain questions.
    - Request samples of the product under discussion.
    - Thank the interviewee for his time and courtesy.
    - Write a followup "thank-you note" in the name of the class.

Preparation of Class Report

- Edit all tapes; develop all photographs.
- Arrange all audiovisual materials in a logical sequence.
- Have all questions and answers duplicated for class discussion.

After the presentation

- Return all borrowed materials and equipment to the center.
- Return any material borrowed from the interviewee.
- Place any materials to be kept by the class or teacher in the appropriate file folder.

FIELD TRIPS

Purposes

- To develop student awareness of such community facilities as industries, parks, youth centers, etc.

- To encourage student use of community facilities

- To increase awareness of the working conditions encountered in particular occupations

Field trips need careful preparation.

- Teachers should visit every area before involving students.
  - To determine the usefulness of the particular experience (Does it contribute to the course objectives?)
  - To check the time needed for travel
  - To estimate the time required for adequate use of the area and make arrangements for a possible tour
    - If organized tours are available, check to determine if their orientation is of value.
    - If tours are not usually provided, inquire as to the possibility of arranging one. To aid arrangements, indicate the type of tour desired and possible topics to be covered.
  - To arrange for facilities and make specific reservations for:
    - The number of students involved
    - The date of the trip
    - The time of arrival and departure
  - To use a guide if possible. Inform the guides of the type of class and the class interests before the trip so that he can incorporate these interests into his program.
  - To be sure necessary facilities are available; i.e., restaurants, restrooms

- Teachers should receive center clearance by obtaining:
  - Administrative permission
  - Clearance with other teachers if their class times are involved
  - Materials required for insurance coverage, such as parental permission
  - Transportation
    - Schoolbus
    - Public transportation
    - Chartered transportation
  - Means for covering costs of:
    - Transportation
    - Admission
    - Additional meals
    - Film and processing
    - Tape

- Teachers should provide students with preliminary information concerning:
  - The area to be visited
  - The date of the trip and the place
  - The time of departure from the center and the time of return to it
  - The necessity for special clothing
  - The amount of money required and/or provided for the trip
  - The reason for the trip
    - Orient the group to the significance of the area or plant to be seen, and indicate the main items for which they are to look.
    - Develop questions to be answered by the trip. These may be developed by the teacher and/or the class.
  - The name and position of the person or persons responsible for doing the guiding, if a guide is to be used.

- To insure that necessary information is obtained by the students, a general outline should be used.
  - Provided by the teacher
  - Developed by the class through discussion

Group participation is desired. If this is impossible, request that one or several students visit a particular facility and make a report to the class.

- Assign all students or appointed reporters to:
  - Complete the outline
  - Take notes for personal use
  - Collect handout literature for class distribution or file folders
  - Tape record the experience
  - Take pictures (slides, prints, movies)

In some cases it may be possible for the students to bring others in their families with them on the trip. This may be arranged at the discretion of the center officials and the teacher.

- After the trip the teacher should:
  - Summarize with the class the important points noted during the trip by the guide, teacher, or students.
  - Obtain the students' comments as a guide to future use of the trip.
  - Request an oral report concerning the trip from a previously appointed reporter. Suggest:
    - An informal report such as reading to the class notes taken on the trip

- A formal report as described in the appendix section on oral reports. This would be of value if only a few students in the class had made the trip.

• Request that specific students write letters of thanks to the guide and/or the individuals responsible for the trip arrangements.

APPENDIX C - STUDENT ACTIVITIES

The use of the following techniques can help the teacher in providing students with basic knowledge or necessary content for the achievement of the unit's objectives. The major limitation of these techniques is that the student involvement is nominal. Student use of these methods can aid in the acquisition of specialized material for presentation to the other students. (See Appendixes A, B, and C.)

SURVEY ASSIGNMENTS

Assign a series of general topics covering the basic information needed for the students' understanding of the unit:

- Topics are most useful when written as questions.
- Wherever possible, use an outline form to indicate each topic's relative importance.
- Provide materials from which the student may gather data. List such sources as reference books, magazines, and file folders. (See Appendix A, File Folder, p. 304.)
    - Provide a bibliography indicating possible reference sources. Cite title, author, publisher, and copyright date for special books on designated topics.
    - List such community resources as the chamber of commerce, specific industries, and unions.
    - Compile and arrange source materials collected directly from the sources or from recorded personal experiences.

GROUP OR INDIVIDUAL REPORTS

Make assignments to single students or to committees to do research in particular areas and to present reports to the class. This provides active student participation, as well as the more passive information gathering.

- See discussion of such methods of student information transfer as oral reports in Appendix A and conducting interviews in Appendix B.
- See Appendix A for discussion of techniques to enhance these reports.
- See Appendix B for discussion of use of community resources through field trips and guest speakers.

AUDIOVISUAL AIDS

It may be necessary to use teacher-provided information in certain lessons, such as how to fill out a job application or how to read a blueprint. Although the information originates with the teacher, use of audiovisual techniques increases the students' awareness and participation. (See Appendix A for a description of audiovisual techniques.)

STUDENT-TEACHER PLANNING

Cooperation in selecting topics for study increases student interest and participation.

- Before involving the students, the teacher should:
    - Review the objectives of the unit to be presented.
    - Develop a list of topics covering the unit objectives and understanding for each major area within the unit.
    - Prepare a 5 to 10 minute capsule summary of each unit to acquaint students with the purpose and content.
- To involve the students, the teacher may choose one of the following techniques:
    - Present the prepared list of topics to the students, and allow them to choose those which are most interesting to the group, possibly two in each major area.
    - Add student suggestions to the prepared list and allow them to choose.
    - Allow students to suggest topics of interest in the major areas.
    - After several structured situations, use the teacher-prepared unit summary, and allow the students to determine the major study areas and the topics necessary to investigate the unit.

- To aid the students in giving adequate consideration to the topics, the teacher should conduct preliminary discussions of proposed topics. Give consideration to the following questions:
  - Is this topic helpful in understanding the problem?
  - Will investigation of this topic help the students to better understand their community, their fellow students, and themselves?
  - Will investigation of this topic aid the students in discovering their talents? Their job interests?
  - Will investigation of this topic expose areas of information new to the students?
  - Will special equipment such as overhead projectors, tape recorders, and cameras be required? Is the equipment available?
  - Is a majority of the class interested in the topic,or should it be investigated independently?
  - Is preliminary investigation of the topic desirable before final selection of this topic?
  - Will students be able to do the amount of research required to adequately investigate the topic (reading of books and pamphlets, interviewing of resource people, etc.)?
  - Will investigation require the services of outside speakers and experts,such as employers or employees? Are these services available?
  - Will the planned series of activities accomplish the purpose of the unit?

Students should investigate the topics and major areas selected by using appropriate techniques suggested above. They may present information gathered to the class through the various techniques below.

DISCUSSION GROUPS

Discussion consists of informal exchanges of information between students. Discussion groups may be comprised of subgroups of the class or the entire class. The teacher may act as an observer or an equal participant, but must make a conscious effort to prevent himself from becoming the second party in all conversation exchanges until the students become more familiar with student-student exchanges.

SMALL SEMINAR GROUPS

Seminar groups are generally more informal in their exchange of information than discussion groups.

- Instructions
  - Divide the class into units,and select a team leader for each.
  - Make assignments on the basis of student interest.

- Suggest that each group investigate a series of selected topics included in two major areas of a unit.
  - Some groups may assign individuals to investigate a topic during the evenings or on a weekend.
  - Group investigations may involve meeting in plants, business establishments, educational institutions, community theaters, volunteer bureaus, and neighborhood centers rather than in a formal class on certain days or evenings. The purpose of these meetings would be to talk with personnel directors, adult education leaders, and community leaders; to observe workers on the job; and to help in community projects. (See Appendix B for information on the use of community resources.)

- Allow each group to develop the results of the various types of investigations for class presentations.

- Compile data and place in a file folder for future reference.

SMALL GROUP PROJECTS

- Divide the class into groups of three to five to work on special interest assignments, with each group responsible for the development of a project. (Example: a picture essay describing the neighborhood in which students live.)

- Select topics which deal with major interest areas. Determine by:
  - Student-teacher planning
  - Group discussion
  - Teacher assignment

- Suggest that students prepare topics for class presentation and include:
  - Gathering information from community resources, conducting interviews, and taking field trips. (See Appendix B.)
  - Production of visual aids,such as overhead projector transparencies and filming. (See Appendix A.)
  - Practice in delivering the presentation by use of a tape recorder. The student becomes his own critical audience on the replay. (See Appendix A.)

ROLE PLAYING

Aims

- To generate student involvement of sufficient intensity to provide practice in behavioral control and to develop attitude awareness.

- To provide for identification with a group on controversial topics without threatening a specific student or generating antagonism within the class.
- To encourage candid student participation.

Preparation for role playing

- Discuss the situation to be portrayed with the class, and describe the attitudes that are held by the individuals involved.
- Choose role players with the assistance of the class or work with a volunteer cast.
- Discuss with the role players the attitudes and behavioral patterns about to be portrayed.
- After the class has had some experience, give no performance preparation to role players so that reactions will be spontaneous.

Techniques

- Ask the students to reverse characterization; i.e., from nasty to nice, from a positive attitude to a negative one, or from grouchy to pleasant. Ask them to play the roles twice, once for each characterization.
- Ask students to exchange roles and replay the situations; for example, switching from employer to employee and from interviewer to interviewee.
- Encourage role players to enlarge the number of roles as the enactment develops. Select volunteers to assume these roles as the drama proceeds.
- Encourage the students to replay the situation and to add new characters to the situation to enlarge the scope of the role-playing involvement.
- Add additional dimension through the use of audiovisual equipment. (See Appendix A.)
  - Film video tapes and audio tapes are useful and exciting, since students are able to see and/or hear themselves in role-playing situations. This develops greater personal awareness.
  - Borrow telephones from the telephone company for use in such role-playing situations as: making appointments, requesting interviews, or inquiring about jobs. Tape the conversations so that individual participants can evaluate themselves and/or obtain group opinions.

CLASSROOM DEBATES

Procedure

- Selection of topics: After preliminary discussion of appropriate themes, the students or the teacher may select topics which reflect the interests of the group.
- Phrasing the topic: Topics are always affirmative statements. (Example: "Resolved, That students of the Dansworth Learning Laboratory Center shall be provided with one hour of free time for lunch.")
- Assignment of teams: Assign two students to the affirmative team supporting the resolution and two students to the negative team opposing the resolution. Make team assignments a week in advance to provide sufficient time for adequate research and preparation.

Instead of two students on each team, designate four-man teams with two speaking members and two advisory members who do not speak during the debate. If a high degree of class involvement is practical and desirable, divide the whole class into two teams, one affirmative, the other negative, with two spokesmen designated on each team to do the actual debating. In this situation, three judges must be secured from students outside the class.

Encourage debaters to spend adequate time on research and preparation, and suggest that they tape their speeches for preliminary self-evaluation. Provide time for consultation among team members during the preparation period.

- Time intervals: Three time intervals are provided for each debater. Change the number of minutes allocated in each interval to fit the class period and the ability of the participants to use the time adequately.
  - Sample time schedule:
    - Constructive speech: 4 minutes
    - Cross-questioning: 1 1/2 minutes
    - Rebuttal: 3 minutes
- Timing: Since accurate time keeping is essential to insure each team equal opportunity for discussion, appoint a timekeeper and provide him with a stop watch with a sweep second hand, a set of cards imprinted with the numbers *4, 3, 2, 1,* and *1/2*; and the word *stop*. Instruct him to hold the cards so that they are clearly visible to the speaker and to stand when presenting the *stop* card, since the speaker must end his presentation at that time.

- Conduct of the debate: During the constructive speeches, the members of the affirmative team present their arguments for adopting the debate resolution. The members of the negative team present their arguments for not adopting the resolution. The negative team may attack the arguments presented by the affirmative and/or present new arguments showing the detrimental effects of adopting the resolution.

  Immediately after each constructive speech, one member of the opposing team proceeds to question the speaker. Each team member is allowed one questioning period. The first affirmative speaker begins the debate with his constructive speech. He is then subjected to cross-questioning by a member of the negative team. The first negative speaker follows the end of the cross-questioning of the first affirmative speaker. The second affirmative and second negative follow in turn. A 2—minute recess follows to allow for a short conference between the members of each team before beginning the rebuttal.

During the constructive speeches, debaters should take notes about their opponents' arguments to use as a basis for cross-questioning and for setting up arguments for their rebuttal.

- Order of speaking: The first negative speaker begins the rebuttal, followed by the first affirmative, then the second negative, and finally the second affirmative.
- Judging: Each of the three judges selected by the class records his decision in writing and presents it to the timer who, after allowing questioning from the floor, announces the winning team.
- Questioning from the floor: Following the last rebuttal speech, the timer, acting as moderator, calls upon various students in the audience who wish to question members of the debating team. He instructs each questioner to designate the person to whom the question is addressed before asking the question. This activity may continue as long as time and interest permit.

IN-OUT GROUPS

Another innovative technique for discussion of a two-sided question is the in-out group. Two groups are formed (black-white, for-against, or parents-children). They form concentric circles, one group sitting in a circle surrounded by the other group. The teacher directs a question or two to the inner group. (Example: How do you define black power?) As the inner group responds, the outer group remains quiet. When discussion bogs down, the same question is put to the outer group, and the inner group remains silent. Then members of the inner group may question members of the outer group.

ON-THE-SPOT TECHNIQUE

Use on-the-spot class discussions after role-playing situations or other class activities which generate diverse opinion. Begin by asking a volunteer to defend one of the positions taken during the discussion or role play. Allow questions from the floor until he has exhausted his defenses. Ask for a second on-the-spot volunteer to defend the opposite position. The class then repeats the questioning process until the second volunteer's defenses are exhausted. Ask for a third to take the on-the-spot position, and continue until all arguments for both sides have been heard. Stress the fact that the airing of opinions is beneficial to the eventual solving or easing of problem situations.

STUDENT-PRODUCED LISTENING TAPES

Aid students who have difficulty reading by providing listening tapes produced by their fellow classmates. Ask students who read well to record selected materials which are being used in class. Label tapes clearly, and keep them on file in the classroom for ready access by individual students who have reading difficulties. Inform the students about the content of available tapes, and encourage them to make use of these materials. Suggest that students also read the material to note added details. The teacher may, in addition, use tapes for review or reinforcement purposes.

APPENDIX D - PRODUCERS AND DISTRIBUTORS

LIST OF ABBREVIATIONS

b & w.	black and white film
color	color film
F	distributed free except postage
fr.	frames
fs.	filmstrips
min.	minutes
P	source for purchase
R	source for rental
sd.	sound
si.	silent
trans.	transparencies

Producers and distributors of films and filmstrips listed in the bibliographies of this publication are listed alphabetically below by code.

A

AARA American Arbitration Assn.
Education Dept.
140 West 51st St.
New York, N.Y. 10020

ACS American Cancer Society
219 42nd St.
New York, N.Y. 10017

AEF American Economic Foundation
51 East 42nd St.
New York, N.Y. 10017

AF Associated Films, Inc.
600 Grand Ave.
Ridgefield, N.J. 07657

AMHA American Heart Association
267 West 25th St.
New York, N.Y. 10001

ANA Association of National Advertisers
155 East 44th St.
New York, N.Y. 10017

ANDSON Robert Anderson
Quebec, Canada

APPC A. P. Parts Corp.
1801 Spielbusch Ave.
Toledo, Ohio 43601

B

BACHRR Bach-Randall

BAILEY Bailey Films, Inc.
6509 De Longpre Ave.
Los Angeles, Calif. 90028

BCBS Blue Cross Blue Shield of
Northeastern New York, Inc.
1215 Western Ave.
Albany, N.Y. 12203

BEF Business Education Films
5113 Sixteenth Ave.
Brooklyn, N.Y. 11204

BF Brandon Films
200 West 57th St.
New York, N.Y. 10019

BG Bellingrath Gardens
Theodora, Ala. 36582

BYU Brigham Young University
Dept. of A-V Communications
285 Herald R. Clark Bldg.
Provo, Utah 84601

C

CAROUF Carousel Films, Inc.
1501 Broadway
New York, N.Y. 10036

CAS Creative Arts Studio, Inc.
2323 Fourth St., NE
Washington, D.C. 20002

CCA Charles Cahill & Associates
5746 Sunset Boulevard
Hollywood, Calif. 90028

CCLL L. L. Cromien & Co.
15 W. 46th St.
New York, N.Y. 10036

CDC Communicable Disease Center
ATTN. Audiovisual
Atlanta, Georgia 30333

CF Churchill Films
622 North Robertson Blvd.
Los Angeles, Calif. 90069

CFI Contemporary Films, Inc.
267 West 25th St.
New York, N.Y. 10010

CFL Capital Film Laboratories
1905 Fairview Ave., NE
Washington, D.C. 20002

CGW Corning Glass Works
Corning, N.Y. 14830

COLU Communications Material Center
Columbia University Press
New York, N.Y. 10027

CONTF Contemporary Films, Inc.
330 West 42nd St.
New York, N.Y. 10036

CORF Coronet Films
Coronet Bldg.
Chicago, Ill. 60601

CPI Calvin Products, Inc.
1165 Truman Rd.
Kansas, Missouri 64106

CRAF Crawley Films Ltd.
19 Fairmont Ave.
Ottawa, Ontario, Canada

CT Caterpillar Tractor Corp.
Peoria, Ill. 61600

CU Cornell University
Roberts Hall
Ithaca, N.Y. 14850

CV Creative Visuals
Box 1911
Big Springs, Texas 79720

D

DBI Dun and Bradstreet, Inc.
99 Church St.
New York, N.Y. 10007

DCC David C. Cook Publishing Co.
Elgin, Ill. 60120

DHA Division of the Humanities and the Arts
Room 566 EBA
State Education Department
Albany, N.Y. 12224

DUART Du Art Films, Inc.
245 West 55th St.
New York, N.Y. 10019

E

EBE Encyclopaedia Britannica Educational Corp.
1150 Wilmette Ave.
Wilmette, Ill. 60091

ECBT E. C. Brown
3170 S.W. 87th Avenue
Portland, Ore. 97225

EGH
Eastman Kodak Co.
Informational Films Division
343 State St.
Rochester, N.Y. 14608

EP
Educational Pictures

F

FA
Film Associates of California
11559 Santa Monica Blvd.
Los Angeles, Calif. 90025

FBC
Fuller Brush Co.
88 Long Hill St.
East Hartford, Conn. 06105

FRIDEN
Friden, Inc.
2350 Washington Ave.
San Leandro, Calif. 94577

FRSC
Folkways Records and Service Corp.
117 West 46th St.
New York, N.Y. 10036

FSR
Folkways Scholastic Records
906 Sylvan Ave.
Englewood Cliffs, N.J. 07632

G

GM
General Motors Corp.
Film Library
Detroit, Mich. 48202

H

HWC
H. Wilson Corp.
555 West Taft Drive
South Holland, Ill. 60473

I

IBM
International Business Machines Corp.
Film Library
425 Park Ave.
New York, N.Y. 10022

ICPC
International Cellucotton Products Co.
919 N. Michigan Ave.
Chicago, Ill. 60611

IFB
International Film Bureau
332 South Michigan Ave.
Chicago, Ill. 60604

IFF
International Film Foundation
Suite 916
475 Fifth Ave.
New York, N.Y. 10017

INDU
Indiana University
Audio-Visual Center
Bloomington, Ind. 47403

IRS
Internal Revenue Service
Apply any local or district office

IU
Indiana University
Audio-Visual Center
Bloomington, Indiana 47401

J

JJ
Johnson and Johnson
New Brunswick, N.J. 07103

K

KSC
Kaiser Steel Corp.
Fontana Works
Box 217
Fontana, Calif. 92335

L

LA
Learning Arts
P.O. Box 917
Wichita, Kansas 67201

LIFE
Life Magazine
Time and Life Bldg.
Room 3132
Rockefeller Center
New York, N.Y. 10020

LOL
Lloyd's of London
Lime St.
London, England

LRO
Louis Rochmond Associates
18 E. 48th St.
New York, N.Y. 10017

LSSA Local Office, Social Security
Administration

M

MER Merchandiser Film Productions
419 Park Ave.
New York, N.Y. 10016

MGHT McGraw-Hill Textfilms
330 West 42nd St.
New York, N.Y. 10036

MHFB Mental Health Film Board
Service Dept.
267 W. 25th St.
New York, N.Y. 10004

MLA Modern Learning Aids
1212 Avenue of the Americas
New York, N.Y. 10036

MLI Metropolitan Life Ins. Co.
1 Madison Ave.
New York, N.Y. 10010

MONW Montgomery Ward and Co.
619 West Chicago Ave.
Chicago, Ill. 60607

MOORE Moore Business Forms, Inc.
810 Kenmore Ave.
Buffalo, N.Y. 14223

MOT March of Time
Time Life Inc.
Time and Life Building
Rockefeller Center
New York, N.Y. 10020

MTP Modern Talking Picture Service
122 West Chippewa St.
Buffalo, N.Y. 14202

N

NABAC The Association for Bank Audit,
Control and Operation
303 South Northwest Hwy.
Park Ridge, Ill. 60068

NCAT Nation Center for Audio Tapes
Bureau of Audio-Visual Instruction
University of Colorado
Boulder, Colorado 80302

NCR National Cash Register Co.
Main and K Sts.
Dayton, Ohio 45409

NEF National Educational Films
420 Lexington Ave.
New York, N.Y. 10017

NET National Educational Television
12 Columbus Cir.
New York, N.Y. 10023

NFBA National Food Brokers Assn.
1916 M. St., NW
Washington, D.C. 20035

NFBC National Film Board of Canada
680 Fifth Ave.
New York, N.Y. 10019

NICB National Industrial Conference Board
845 Third Ave.
New York, N.Y. 10022

NIMH National Institute of Mental Health
Barlow Building
Chevy Chase, Maryland 20014

NTB National Tuberculosis Assn.
1790 Broadway
New York, N.Y. 10019

NYSDC New York State Department of Commerce
Film Library
845 Central Ave.
Albany, N.Y. 12206

NYSDH New York State Department of Health
Health Film Library
84 Holland Ave.
Albany, N.Y. 12208

NYSED New York State Education Department
Albany, New York 12224

NYSNC
New York State Narcotic Control Commission
Executive Park South
Albany, N.Y. 12203

P

PA
Professional Arts
Box 8484
Universal City, Calif. 91608

PENN
J. C. Penney Co., Inc.
330 West 34th St.
New York, N.Y. 10001

R

RPM
Roswell Park Memorial Inst.
666 Elm St.
Buffalo, N.Y. 14203

RSC
Republic Steel Corp.
1013 Midland Bldg.
Cleveland, Ohio 44101

S

SAUM
Anne Saum and Assoc.
79 West 12th St.
New York, N.Y. 10011

SDA
Soap & Detergent Assn.
295 Madison Ave.
New York, N.Y. 60651

SEARS
Sears, Roebuck and Co.
925 South Homan Ave.
Chicago, Ill. 60624

SFF
Smart Family Foundation
65 East South Water Street
Chicago, Ill. 60601

SOLIN
Myron Solin
Benchmark Films
New York, N.Y. 10036

SSF
Social Science Films
2710 Hampton Ave.
St. Louis, Mo. 63139

SUNYA
State University of New York at Albany
1223 Western Ave.
Albany, N.Y. 12203

SUNYB
State University College at Buffalo
Film Rental Library
1300 Elmwood Ave.
Buffalo, N.Y. 14222

SVE
Society for Visual Education
1345 Diversey Pkwy.
Chicago, Ill. 60614

SYRCU
Syracuse University
Educational Film Library
Syracuse, N.Y. 13210

T

TECN
Tecnifax Corp.
195 Appleton St.
Holyoke, Mass. 01040

TG
Tambellinis Gate
162 2nd Ave.
New York, N.Y. 10003

U

UILL
University of Illinois
Visual Aids Service
Champaign, Ill. 61820

UMINN
University of Minnesota
Audio-Visual Education Service
55 Wesbrook Hall
Minneapolis, Minn. 55455

UNF
United Nations Film
Distribution Unit
405 E. 42nd St.
New York, N.Y. 10011

USPHS
The Surgeon General
U.S. Public Health Service
Public Inquires Branch
Washington, D.C. 20204

USSSA
U.S. Social Security Adm.
6401 Security Blvd.
Baltimore, Md. 21235

UWF United World Films, Inc.
221 Park Ave., South
New York, N.Y. 10003

V

VDE Virginia State Department of Education
Film Production Service
State Office Bldg.
Richmond, Va. 23219

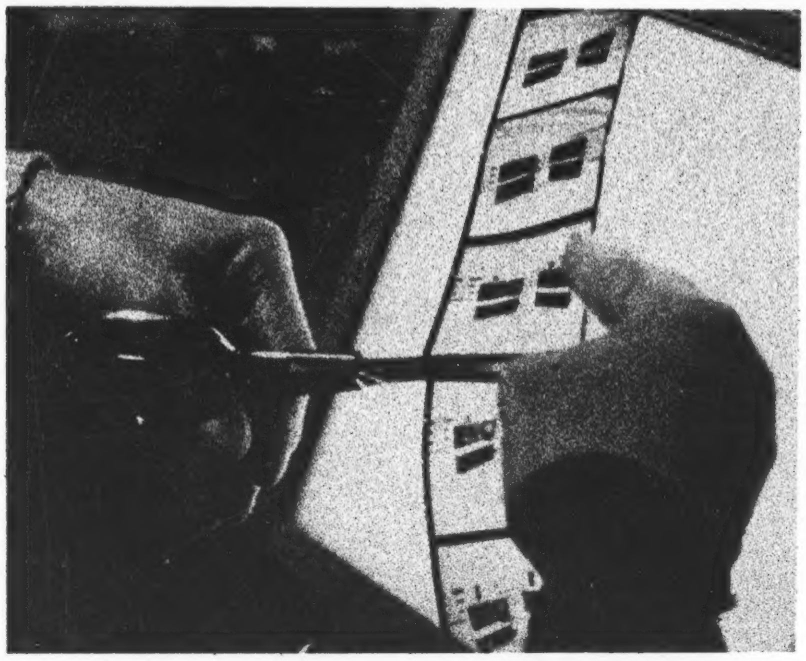
VPD3M Visual Products Division, 3M Co.
Box 3100
St. Paul, Minn. 55101

W

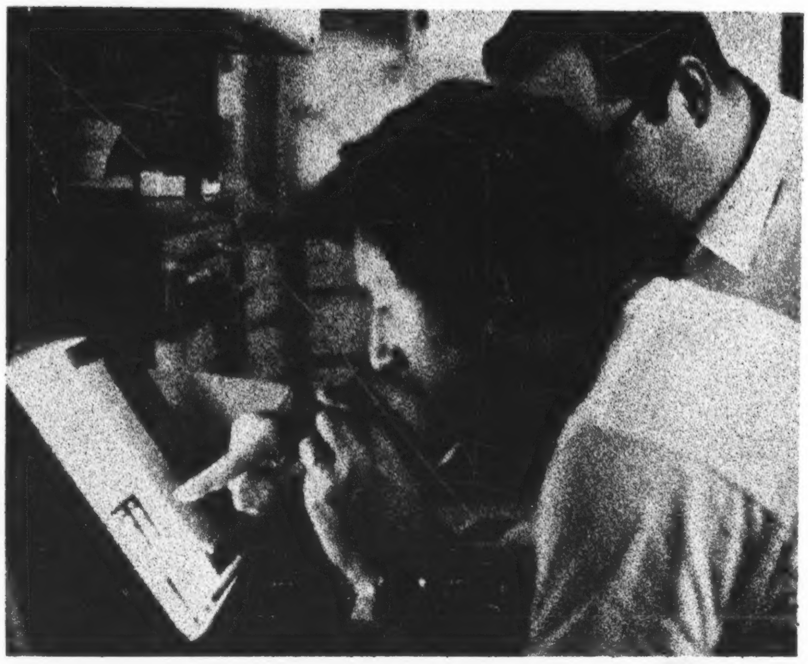
WNYC Film Distribution, WNYC
Municipal Building
New York, N.Y. 10007

Y

YAF Young America Films
Distributed by McGraw-Hill
Textfilms



After some instruction in the use of photographic equipment, students may begin to produce a film record of their own ideas.



After selecting the best photography, volunteer writers, aided by the instructor, can develop a taped narrative.